R E P O R T   R E S U M E S

ED 016 312 EC 000 143

AN EVALUATION STUDY WITH RECOMMENDATIONS.

BY- KARNES, MERLE   BURKRIDGE, HESTER
BREVARD COUNTY BD. OF PUB.INSTRUC., TITUSVILLE,FLA

PUB DATE APR 66
EDRS PRICE MF-$0.50 HC-$3.88 95P.

DESCRIPTORS- *EXCEPTIONAL CHILD EDUCATION, *EDUCATIONAL NEEDS, *PROGRAM PLANNING, MENTALLY HANDICAPPED, EDUCABLE MENTALLY HANDICAPPED, TRAINABLE MENTALLY HANDICAPPED, VISUALLY HANDICAPPED, AURALLY HANDICAPPED, PHYSICALLY HANDICAPPED, DEAF, HARD OF HEARING, SPEECH THERAPY, SPEECH HANDICAPPED, GIFTED, HANDICAPPED CHILDREN, CHILDREN, EMOTIONALLY DISTURBED, SOCIALLY MALADJUSTED, VOCATIONAL EDUCATION, PROGRAM ADMINISTRATION, SCHOOL COMMUNITY RELATIONSHIP, COUNTY SCHOOL SYSTEMS, PROGRAM EVALUATION, COMMUNITY RESOURCES,

EVERY PUBLIC SCHOOL WITH SPECIAL EDUCATION CLASSES IN THE COUNTY SYSTEM WAS VISITED BY SPECIALIST CONSULTANTS DURING A 2-WEEK PERIOD. PAROCHIAL AND PRIVATE SCHOOLS WERE ALSO CONTACTED. THE SURVEY WAS CONCERNED WITH PROVISIONS AND SERVICES FOR THE TRAINABLE RETARDED, THE EDUCABLE RETARDED, THE PHYSICALLY HANDICAPPED, THE DEAF AND HARD OF HEARING, THE SOCIALLY AND EMOTIONALLY MALADJUSTED, THE VISUALLY HANDICAPPED, THE GIFTED, SPEECH THERAPY, THE CHILD WITH LEARNING DISABILITIES, PREVOCATIONAL TRAINING, AND SCHOOL WORK. THE COMMUNITY-SCHOOL RELATIONSHIP WAS ALSO ANALYZED. RECOMMENDATIONS ACCOMPANY THE DISCUSSION OF EACH PROGRAM. AN APPENDIX OF ADMINISTRATIVE PLANS IS INCLUDED. (CG)

1-17-66 - 63

AN EVALUATION STUDY WITH RECOMMENDATIONS

EXCEPTIONAL EDUCATION DEPARTMENT

BREVARD COUNTY, FLORIDA

APRIL 4-15, 1966
DR. MERLE KARNES, CHAIRMAN
HESTER BURBRIDGE, ASSISTANT CHAIRMAN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

AN EVALUATION STUDY WITH RECOMMENDATIONS

Exceptional Education Department

Brevard County, Florida

April 4-15, 1966

Dr. Merle Karnes, Chairman

Miss Hester Burbridge, Assistant Chairman

TABLE OF CONTENTS

FORWARD

Introduction 1

Special Programs for Exceptional Children 5

Program for Trainable Mentally Retarded 6
Program for the Educable Mentally Retarded 14
Program for the Physically Handicapped 20
Program for the Deaf and Hard of Hearing 27
Program for the Socially and Emotionally Maladjusted 34
Program for the Visually Handicapped 39
Program for the Gifted 47

Special Services for Exceptional Children 52

Program for Speech Therapy 53
Program for the Child with Learning Disabilities 60
Program for Pre-Vocational Services 63
Program for School Social Case Work 65

Community Resources for Exceptional Children and Their Parents 68

Supervision of Specific Programs and Services 74

Summary and Recommendations 77

APPENDIX

Administrative Plans 86

FOREWORD

This report is the culmination of two weeks of intensive study of the provisions for exceptional children in Brevard County by a survey committee of "experts" employed by the Brevard County Board of Public Instruction with supporting funds from Title II, Public Law 81-874, as amended by Public Law 89-10, Title I. The recommendation to have such a survey originated with the late Dr. W. Bradley Baker; was endorsed by the Superintendent of Schools, Mr. Woodrow Darden; approved by the School Board; and supported by Mr. William J. McEntee, principals and other administrators and the teaching staff. Parents of exceptional children also indicated an interest in this project. Mrs. Wendy Cullar was named Project Director.

The two major charges of the twelve members of the survey committee were as follows, according to the proposal submitted to the Department of Health, Education and Welfare:

> "The determination by experts of the present strengths and weaknesses of the Exceptional Education Program.
>
> The recommendations of experts for the future direction, scope, and quality of the Exceptional Education Program."

The Chairman, Dr. Merle B. Karnes, Associate Professor of Special Education, Institute for Research on Exceptional Children, University of Illinois, Urbana, Illinois; and Assistant Chairman, Miss Hester Burbridge, Director of Special Services, Evanston Public Schools, Evanston, Illinois, met with the Project Director the week prior to the meeting of the survey committee (April 4-8, 1966). During this time specific plans were formulated for the following week (April 11-15, 1966). In addition, the Chairman and Assistant Chairman, during the first week, interviewed key administrators and supervisors, visited classrooms, interviewed parents of exceptional children, visited community agencies, interviewed agency personnel, and talked with teachers and public school staff members providing ancillary services.

The Chairman and Assistant Chairman summarized pertinent facts and had such material ready to present to the survey team on Monday, April 11, 1966. A packet of materials to help orient the survey members to the school system and to the Department of Exceptional Children in particular was assembled by the Project Director.

In selecting survey team members, the proposal specifically spelled out the backgrounds of the persons who should make up the survey team. In addition to the Chairman and Vice Chairman who have had administrative experience in both regular and special education, the following persons were members of the survey team:

Three generalities in administration and methodology:

Mr. Richard L. Jones, Principal, Boca Ceiga High School, St. Petersburg, Florida

Mr. Charles Council, Assistant Superintendent of Instruction, Palm Beach County, Florida

Mr. Freeman Lawrence, Principal, Lincoln High School, Tallahassee, Florida

Two experts in the teaching of the mentally retarded:

Mrs. Melpomene Wood, Supervisor of Special Education, Bay County, Florida

Dr. Thomas Russell, Director of Special Education, Bay County, Florida

One expert in the teaching of the speech handicapped and of the hearing handicapped:

Dr. Sara Conlon, Consultant, Exceptional Child Education, State Department of Education, Tallahassee, Florida

One expert in the teaching of the physically handicapped:

Mr. William Wood, Teacher, Happiness House, Manatee County, Florida

One expert in the field of the emotionally disturbed:

Dr. Arthur E. Alper, Associate Professor and Coordinator of Emotionally Handicapped Child Program, University of Florida, Gainesville, Florida

One expert in the teaching of the gifted:

Dr. Marvin Gold, Head, Education for the Gifted, College of Education, University of South Florida, Tampa, Florida

One expert in the teaching of children with learning disorders:

Dr. DeForest Strunk, Coordinator, Department of Special Education, University of Miami, Miami, Florida

At least one specialist was assigned to study each area of exceptionality. After the equivalent of two days in visitations of classes and in interviewing personnel in the specialized area, the specialists then presented orally to the entire committee the status of the existing program or services, pointed out the strengths and weaknesses and made recommendations for future planning, improvement and/or development of the program or of the specific service. After additions, deletions, or modifications of the oral report, the specialist then prepared in writing a report which, after some editing, is included in Chapters II and III.

In addition, consultants studied other important areas which have definite implications for programs and services such as recruitment of personnel, utilization of community resources, and role of supervision in a quality program for exceptional children. These sections are included in Chapter IV, V, and VI.

Detailed recommendations for each area are found in the body of this report. Chapter VII attempts to summarize the major recommendations for the entire program without giving the rationale or details.

The survey committee felt that the school staff was most cooperative and hospitable in providing the outside consultants with the information they needed to make valid recommendations. It was the impression of the survey team that there was a sincere desire on the part of the staff to provide adequately for exceptional children and to improve and expand the existing program for these children.

The survey committee enjoyed working in the Brevard County School System. Every public school in the county containing special education classes was visited during the two-week period; parochial and private schools were also contacted. It is the hope of the committee that this report will be helpful in improving the program for exceptional children. It is the sincere opinion of the survey committee that Brevard County has the foundation upon which it can build an outstanding program for exceptional children.

Merle B. Karnes,
Chairman, Survey Committee

CHAPTER I

INTRODUCTION

BREVARD COUNTY

Size and Unique Features

Brevard County, on the east central coast of Florida, is approximately seventy-five miles long and twenty-five miles in breadth at its widest point. Within the county is found the John F. Kennedy Missile Test Center and Patrick Air Force Base. It is divided by two bodies of water, the Banana River on the east and the Indian River on the west. This long, narrow strip is made up of several unincorporated communities and thirteen incorporated towns.

Population Trends

The growth of the population in Brevard County has increased at an almost overwhelming rate in the past few years. It is interesting to note that in 1940 the total population of Brevard County was 16,142. In 1950 there was a sizeable increase in population to a total of 23,653; but in 1960, just ten years later, the population had swelled to 119,443. This growth has continued until January, 1966, when the population reached 221,000. The prediction, based on growth trends, is that by 1971 the total population will reach approximately 280,000.

Industries

So far as industries are concerned, the County, of course, is best known for its missile and missile related activities. Thus, governmental operations constitute the major industry. It is predicted by the East Florida Regional Planning Council that by 1970 the Federal Government will be employing approximately 13,000 persons. Tourism is fast becoming one of the major industries of this county. It is estimated that some 75,000 tourists visit this area of Florida each year and that by 1970 some three million tourists will be visiting the county.

In addition to the above-mentioned industries, manufacturing ranks high among the industries, employing some 6,900 persons in 1960 and will, according to predictions, be employing approximately 13,500 by 1970. As one would anticipate, construction has steadily increased with the concomitant growth in population, as is true of trade, finance and service areas of employment.

Socio-Economic Levels and Characteristics of Population

While there are all socio-economic levels represented in the County, the average income is higher than the mean of the nation, as is the educational level of the adults.

One of the major characteristics of the population is the high rate of mobility. Still another noticeable characteristic is the tension associated with its major industry, the missile activities. The average age of the adult population is much lower than the average for the country as a whole.

Brevard County Schools

There are fifty schools under the Brevard County Board of Public Instruction. In addition, four special education schools--the trainable and three clinics for the physically handicapped which include educational programs--are partially supported by the School Board.

The projected enrollment in the public schools in the seven areas for the 1966-1967 school year is as follows:

Titusville	10,272
Cocoa	10,246
Merritt Island	6,600
Cocoa Beach	3,520
South Beach	9.290
Eau Gallie	7,820
Melbourne	7,320
TOTAL	55,068

School officials, based on previous trends of growth in the school population, predict an increase in the school population of ten percent yearly. This past fall, five new junior high buildings were opened; and this coming fall, five new elementary schools will be opened to meet the needs of the fast-growing population of school age children. Providing physical plants to accommodate the incoming enrollees each year is an ever challenging problem for the School Board and its chief administrator.

There are thirteen private schools in the county. The largest percentage of these schools are parochial, serving children from grade 1 to 8. Two schools, the Florida Air Academy, and the Central Catholic High School, both in Melbourne, serve grades 9 through 12.

Philosophy of Education

In a democracy such as ours, the public schools have a responsibility to meet the individual needs of every school age child. There is real evidence that the personnel of the Brevard County Schools are committed to this point of view and are accepting the challenge. That the principles of democracy are guiding the educational program is strongly indicated by the elimination of the traditional lock step administrative organization of grades. The non-graded plan is in operation throughout the elementary and secondary schools.

Another concrete example of the attempt to meet the individual needs of pupils is the Space Curriculum, which was developed by the county staff, adopted by the School Board, and is now in operation throughout the schools. The assumptions upon which this curriculum is based takes into consideration differences in rates of maturation of pupils, differences in interests and needs of pupils, the necessity of having a sequential program of instruction for each pupil and the need for teachers to learn new approaches and accept the challenge of change imperative for meeting the individual needs of pupils.

The history of the growth of the program for exceptioanl children verifies the notion that there is concern for the segment of the population who need special educational provisions and services to enable them to progress at a rate commensurate with their abilities.

History of the Exceptional Education Program in Brevard County

Like everything else in Brevard County, the Department of Exceptional Education has increased its program and services over the years. During the 1958-59 school year--the year in which the present director of Exceptional Education was appointed to this post--there were only 16 units, half of which were classes for the intellectually disabled. Remedial reading was emphasized in the classes, since the teachers were specialists in this field.

During the years from 1958-1966, the total number of units for exceptional children has increased until there are now 61. Of this number, slightly over half are still used for the educable mentally retarded. Although the curriculum in these classes still includes remedial reading, it has become broader in scope. Teachers now consider themsleves to be teachers of pupils having intellectual disabilities--not teachers of remedial reading.

The department in recent years has assumed more responsibility for the trainable mentally retarded. At the request of the Brevard Association of Retarded Children, the Board of Public Instruction has progressively assumed more and more responsibility for providing a program for these severely retarded pupils. At the present time, seven personnel from the Department of Exceptional Education are assigned to the Brevard Training Center.

The program for pupils having motor disabilities was limited to two people in 1958. Both were teachers of the homebound. Today there are eight such special teachers. Pupils who can attend school with special help are no longer in their homes but rather are brought to one of the three special schools for the physically handicapped by busses equipped with hydraulic lifts. There are, however, some pupils who would profit from home instruction and who are not able to attend school even with special transportation and special equipment within the classrooms. These pupils are not being served at the present time.

The speech therapy program has grown from four therapists in 1958 to eight therapists at this time. One of the therapists has responsibility on a half-time basis for coordinating the program.

Until 1963, there was no organized program for hearing impaired students. At that time one person served as an itinerant teacher. Today there are three specialists teaching in three special classrooms.

In 1960 and 1961, one vision specialist served all of the visually impaired in the county. In 1953, three specialist were employed. Currently, there is only one specialist because the county was unable to fill vacancies in this area.

For the first time, there is one teacher employed by the county who is working in the area of the socially and emotionally maladjusted. This person is assigned to the Juvenile Supervision Center.

At times the county-wide specialist (such as the personnel who have served as consultant in the area of the mentally retarded or in the area of the physically handicapped) have been classified as consultants in varying exceptionalities.

Sometimes the classification is ID3 or Motor 4. In 1961, there was such a specialist employed on the central office staff of the Department of Exceptional Children. Currently, there remains in the department only one such full-time person at the county-wide level to assist the Director in supervising the program.

It is to be noted that in 1963, two county units were available; in 1964, there were four units; and at present, there are fourteen units for exceptional children supported by the county. The Director of Personnel has indicated that for the 1966-67 school year there may be as many as 18 or 20 units made available through county support. The State will provide 52 units which would make, then, a total of 72 units for this department of the schools.

Content of the Report

Brevard County is a fast growing county which makes it difficult for the public schools to keep pace with the demands of an ever-expanding school population. The problem of providing housing for new classes is a constant challenge; the Superintendent and the School Board of Brevard County are continuously studying and planning new buildings. Recruitment of staff is still another problem. The scarcity of personnel fully qualified in special educapresents a real problem in expanding programs for exceptional children.

Despite all of the unique problems faced by the Brevard County School Board and its Superintendent of Schools, the team of consultants on this project were impressed with the quality of the instructional program for all of the children of Brevard County. Brevard County has the foundation for building an outstanding program for exceptional children.

This report attempts to review the status of programs and provisions for exceptional children, to delineate the strengths and weaknesses of the various programs, and to make recommendations for the improvement and expansion of services in each area of exceptionality studied.

CHAPTER II

SPECIAL PROGRAMS FOR EXCEPTIONAL CHILDREN

This chapter focuses on special programs for: (1) trainable mentally retarded; (2) educable mentally retarded; (3) physically handicapped in the school setting and in the home; (4) deaf and hard of hearing; (5) socially and emotionally maladjusted; (6) visually handicapped; and (7) gifted.

The status of the existing program in each area will be presented briefly, taking into consideration the number of children served, the number of classes at each stage, the teacher-pupil ratio, screening procedures, training of teachers, referral procedures, determination of eligibility of pupils for programs, facilities, instructional materials and equipment, articulation of pupils from one level to another, integration of pupils in regular classes, transportation of pupils to classes, utilization of supporting services, acceptance of classes in the building by the regular staff and by the principal, the parent education program, the role of the principals, Director of Exceptional Children and Supervisor for the program, and follow-up procedures after the child leaves the program, the in-service education to promote the professional growth of staff, financing of the program, provisions for a summer program, communications within the school system and school-community relationships.

The consultant in each area studied the findings in a given area and delineated both what seemed to be the strengths of the program as well as the weaknesses. Specific recommendations were then made for improving the program.

The following represents the final reports by consultants after their report was presented to the entire team of consultants for their consideration and approval and any recommendations for revisions have been made.

PROGRAM FOR TRAINABLE MENTALLY RETARDED

Description of Program

The Brevard County School System and the Exceptional Education Department as well as the Brevard County Association for Retarded Children are to be commended for the efforts they have made to provide an educational program for trainable mentally retarded children.

Children Served

Eighty trainable mentally retarded children are enrolled in the Brevard Training Center located at Rockledge. The growth of this program is indicated by the following statistics:

Year	Number of Pupils
1956-1957	9
1957-1958	13
1958-1959	15
1959-1960	19
1960-1961	24
1961-1962	42
1962-1963	42
1963-1964	58
1964-1965	68
1965-1966	80

Retardates attending this school usually have an IQ of 50 or less as determined by an individual intelligence test administered by a school psychologist. The staff consists of a principal and six teachers (employed by the Brevard County Board of Public Instruction). Two teachers are employed by the Brevard Association for Retarded Children.

The following information gives data relative to the number of classes at each stage, the number of children at each stage and the chronological age range at each stage:

Stage	No. Of Classes	No. of Children	C. A. Range
I	2	18	6-8
II	2	17	9-10
III	1	9	11-12
IV	2	22	13-15
V	1	11	16-21

Since there is a sheltered workshop in connection with the school, there are a few trainable individuals provided with work experience with chronological ages of 28 (2) and 36.

Referrals, Screening, Eligibility, Placement, and Dismissal Procedures

The major sources of referrals for consideration of placement of a child in the program are from teachers, parents and agencies. The child is referred to the Admissions Committee of the Brevard Training Center. Referral to the Department of Guidance and Testing, requesting a psychological examination by a school psychologist, is made if recent psychological data is not available.

Two major considerations for determining eligibility for the program are (1) an IQ of 50 or less on an individual psychological test, and (2) medical findings that would indicate it would not be detrimental for the child to be placed in the program or that physically he is able to be handled in the program. For example, if he were trainable mentally retarded but was severely involved physically, he likely could not be placed in this program. Toilet training is also required before admission.

A child considered for admittance to the program is placed only with the parents permission, following a visitation to the school by the parents.

An Admissions Committee that consists of the Director of Exceptional Education, Principal of the Brevard Training Center and members of the BARC establish eligibility of students. If the child is eligible, his name is placed on the waiting list and appears on the wall chart in the principal's office. When a vacancy occurs, the Admissions Committee selects from the wall chart a student according to the date of their completed file. Assignment to a class or stage is the responsibility of the principal of the school.

Despite the fact there are procedures set up, it appears that some children are placed on the program who do not fully meet these criteria. For example, severe emotional problems who function as trainable on tests but whose intelligence quotients are depressed by emotional factors should not be placed in the program.

Facilities

A relatively new building, made possible through funds donated to the Brevard Association for Retarded Children by United Fund, was specifically designed for this program. There are five classrooms and an auditorium, which is also used for a lunchroom. The square footage of this building is approximately 7,000 square feet. The size of each classroom is approximately 24' X 26'. A building approximately 40' X 100' which is adjacent to the training school and is connected to it by a covered walkway is used for the workshop.

There are no special facilities incorporated into the planning of this building that would identify classrooms as being specifically designed for trainable mentally handicapped.

Instructional Materials, Equipment, Methods, and Techniques of Instruction

The instructional materials are meager and are not always appropriate for TMR children.

No curriculum guide has been written for this program. Methods and techniques of instruction vary from teacher to teacher in a range of quality and appropriateness.

Articulation and Integration of the Program

Children are moved from one stage to the other largely on the basis of chronological age.

Transportation

Children are transported to the school from all parts of the county, some riding the bus for as long as a total of five hours daily. Five busses transport the 80 children; each bus has one matron who supervises the children on the bus. These busses were purchased from funds donated by Pan American.

Utilization of Supporting Services

Psychological services are made available to students attending the Brevard Training Center. All children are seen by a psychologist before admittance and periodically during his school attendance, some as often as once a year. A school speech therapist also serves the school one day a week, taking referrals from teachers.

Volunteers are used in the program, especially the workshop aspect. The Child Guidance Clinic often sees the parent prior to the child's entering the Training Center.

Parent Education

The Brevard County Association for Retarded Children has an active organization. Approximately 75 percent of the parents belong to this organization. No parent education program has been organized by school personnel, possibly because this organization is felt to meet the needs of the parents. Parent conferences are held when felt to be necessary; summaries of these conferences are not required to be written and filed in the child's cumulative folder. Neither are teachers required to have a certain number of conferences yearly with parents nor are they required to make home calls. Parents are not as a general rule specifically asked to visit the school and observe their child in the school setting.

Report cards are sent home to parents every nine weeks.

Supervision of the Program and In-service Education

There is no well-defined role of the Principal, Director of Exceptional Children or the Supervisor relative to supervision of the program. Perhaps this explains why there is essentially no in-service training program.

Financing of the Program

The program is jointly financed by the Brevard County Board of Public Instruction (6 teachers, a principal, and teaching supplies) and the Brevard Association for Retarded Children (building and its maintenance, transportation, matrons, bus drivers and some material and equipment). The teachers are not involved in developing the budget.

Record Keeping

In each child's folder is a psychological report, a medical examination report and reports from the Director's office regarding permission of the parents to have the child placed in the program.

Detailed progress reports on children are lacking. Medical reports are limited in scope in some instances.

Summer Program

Last summer (1965) one county unit was used to conduct a program for TMR children. Approximately fifty children were enrolled in this program.

Communications within the School System and School-Community Relations

Possibly because this program is apart from the rest of the school system, it appears that it is not too well understood by other staff members or by the community as a whole. The support of this program by the community through the United Fund indicates marked acceptance of the program; but this does not necessarily indicate understanding.

Strengths of the Program

After considering the various aspects of the program, the consultants feel that the following represent strengths of the program:

1. The space allotment per square foot for the number of children in the educational phase of the program seems to be adequate.

2. The pupil ratio of 1 to 10 children is very satisfactory. The school in addition has a principal.

3. The teacher morale seemingly is very good.

4. The desire of the teachers to improve the program and their eagerness to receive more supervisory help is evident. They feel a definite need for more work on the curriculum.

5. The support of the program by United Fund indicates that the community is backing this program.

6. The interest in the parent group in providing the best possible educational program for these children is very apparent.

7. The Brevard County Board of Public Instruction has indicated a desire to take the full responsibility for this program; the school system has been moving in this direction for several years. This is an excellent plan.

Weaknesses of the Program

While the program has many strengths, there are also some weaknesses that should be alleviated as soon as possible.

1. There is a need for specific procedures to be spelled out in writing regarding screening of pupils, criteria for eligibility, placement, trial period and dismissal of children. No child should be placed in the program unless he is really a trainable mentally retarded child.

2. The record keeping does not include progress reports of children written by the teacher following a form or outline which insures that all important aspects of the child's development are covered. Case histories of each child are not available to the teacher. Psychological reports give the teacher very little help in formulating an individualized program for a child.

3. A curriculum guide is needed to insure a consistent and articulated program. Aspects of the curriculum are not compatible with the needs of these children. For example, if children are really trainable, a basic reading series is not appropriate to use with them. Any words they are taught to read should be related to safety and other such crucial needs.

4. All teachers are not certified in this specialized field. The methods and techniques of the teachers reflect their lack of formal training in teaching trainable mentally retarded children. Selection of materials of instruction and equipment also indicate lack of understanding on the part of the teachers as to the needs of these children.

5. Facilities in such rooms do not reflect a curriculum geared to the specific stage of development of these children. The classrooms vary little from classrooms for normal children. This lack of adequate facilities is particularly evident for older girls and boys.

6. It is estimated that there are approximately 166 not being served in the county according to incidence of expected children in this area of exceptional children.

7. No organized orientation of matrons and bus drivers as to what these children are like and how to handle them is in practice.

8. There is no working relationship with Vocational Rehabilitation to bring realistic services to these children.

9. There is no well organized parent education program conducted by the school. Parents are not encouraged to visit school and no regular schedule of parent conferences has been determined. The practice of sending report cards home every nine weeks for trainable children is very questionable since progress is extremely slow for these children. The Association for the Retarded have meetings, but these are not conducted by school personnel.

10. The principal's role is not clearly understood. His role as well as that of the Director of Exceptional Children and the Supervisor of the Mentally Retarded are not well defined. With no clear delineation of responsibilities, one would anticipate that the effectiveness and efficiency of the various responsibilities might be in jeopardy.

11. There is a lack of a plan for follow-up of these children after they leave or drop out of the Center. A follow-up should answer some pertinent questions and serve as a guide for enabling personnel to strengthen the program.

12. There does not seem to be a clear demarcation as to where the Training School's responsibilities terminate and when the workshop takes the full responsibility for a child. It is not clear how placement in the workshop is determined.

13. No records were available in regard to what volunteers contributed service and the exact amount of time contributed, names of organizations who contributed financial assistance, the amounts of such contributions, and how these donations of funds were used.

14. No secretarial service on a paid basis is available to the principal.

15. Joint financial support and administration of the program makes for difficulty in developing a quality program for these children.

16. Medical forms request minimal information about the child, especially those referred to as being eligible for classes for the "brain injured".

Recommendations

The following recommendations regarding the program of trainable mentally retarded children are strongly urged:

1. The Brevard County Board of Public Instruction should be totally responsible for the educational program for these children (ages 6-21). This responsibility would involve the educational aspect of the program at Rockledge but would not include the operation of the workshop. It is not a sound policy for two groups to administer the educational program. The School Board is the logical agency to take over this responsibility and should do so at the earliest possible date.

2. Since there are 31 TMR pupils in the southern part of the county (Eau Gallie--Melbourne--Satellite Beach), it is recommended that a program involving 3 classes and 3 teachers with one acting as a principal be initiated in the fall of 1966. The reason for this recommendation seems necessary since TMR pupils spend so much time on the bus that they are fatigued upon arrival at school and are not likely to be in a physical condition to profit fully from the educational offerings.

3. The current facilities at Rockledge would serve children from the central and northern part of the county. Eventually, when the number warrants, facilities might be developed in the northern part of the county similarly to that recommended for southern Brevard County.

4. It would seem highly advantageous to have at least one social worker assigned to this program. This staff member could serve as liaison between the school and the community agencies, be a consultant of teachers and administrators, work with groups of parents and individual parents, and obtain valuable social history data on the children.

5. Workshops and courses should be conducted for the teachers by qualified personnel to insure their professional competence in this specialized area. In addition, an ongoing inservice education program should be initiated to promote the professional growth of the personnel. Every effort should be made to encourage the teachers to obtain the formal course work to become certified in this specialized area.

6. A secretary should be employed to serve this program and permit the principal to use his professional skills to better advantage than doing his own clerical work. Perhaps a half to a three-fourths time secretary should be employed for the Rockledge Center and a fourth-time secretary in the southern Brevard County program.

7. Teachers should be employed during the summer months, under the leadership of a qualified person in this field, to develop a curriculum guide. The curriculum should reflect sound objectives of a program for trainable in the areas of (1) self care; (2) social adjustment; (3) work habits; (4) language and speech development, and (5) pre-vocational skills or skills of economic usefulness.

8. A section in a manual of operations should include specific criteria for determining eligibility of pupils for the program and specific procedures for admission and dismissal of children from the program. Likewise, the role of the Director of Exceptional Education, the Principal of the school and the Supervisor of the Mentally Handicapped should be delineated in writing.

9. A closer parent-school relationship is needed whereby parents are invited to visit school and have regularly scheduled conferences with the teacher. Summaries of such conference should be filed in the child's cumulative folder. Teacher-parent and parent-principal conferences should be held when requested and needed at any time during the year. A report card should be sent home no more than three times a year; it would be well for the teacher to review the report with the parents prior to its being sent home.

10. A qualified specialist should be employed to supervise this program.

11. A more thorough screening program should be developed to identify pupils needing such a placement. Unless such children come to the attention of the Director of Exceptional Children, it appears there is no concerted effort to locate such handicapped children.

12. Funds donated to the program should be routed through the Director of Exceptional Children and be kept in a special account for the TMR program. The Director would be responsible, of course, for seeing that the funds are spent for the purpose the donor specified. He would also be the logical person to write letters acknowledging contributions and thanking individuals or groups for such financial assistance. The Principal might also wish to make such acknowledgements as might the teachers.

13. The Principal should keep an accurate record of the service clubs and volunteers who provide services to the program, including names of persons and amounts of time given in service with, of course, the full knowledge and agreement of the Director of Exceptional Children. He should be responsible for orienting such volunteers to the program and helping them gain an understanding of what these children are like and the goals and objectives of the school.

14. The summer program for the trainable should be continued and expanded to the extent possible so that more children can receive these benefits.

15. Special equipment in homemaking and shop facilities for the older boys and girls are badly needed. Instructional materials more in keeping with the needs of trainable children should be provided. A trained supervisor of this program should be very helpful to the teachers in helping them select appropriate equipment and materials of instruction.

16. The parents should investigate the possibilities of the County Commissioners operating and maintaining the workshop for older retardates.

PROGRAM FOR THE EDUCABLE MENTALLY RETARDED

Description of Program

The Brevard County Exceptional Education Department staff consists of a Director, Consultant for classes for the educable mentally retarded and a Project Director. Staff personnel have the experience and training to provide sound leadership to the program. The County should be commended for creating these leadership positions in this program.

Children Served

Currently 384 children are enrolled in classes for the educable mentally retarded. The number not being served based on incidence figures of 1965-66 at 2.5% is 1,225.

The following information gives the number of classes at each stage and the location of these classes:

Stage	No. of Classes	Location of School
I	5	Mila Elementary Riverview Elementary Poinsett Elementary Rockledge Elementary Henegar Elementary
II	2	Rockledge Elementary Henegar Elementary
II-III (Combination)	10	Mims Elementary Gibson Elementary Riverview Elementary Cape View Elementary Palmetto Elementary Mila Elementary Poinsett Elementary Creel Elementary Stone Elementary Holland Elementary
III	2	Rockledge Elementary Henegar Elementary
IV	9	Parkway Jr. High Gibson Jr. High Clearlake Jr. High Edgewood Jr. High Central Jr. High Southwest Jr. High Stone Jr. High Cocoa Beach Jr.-Sr. High Monroe Jr.-Sr. High
V	4	Eau Gallie High Merritt Island High (2) Titusville High

The stages of the educable mentally retarded program of the Brevard County Schools are well dispersed over the county.

The average teacher-pupil ratio in the educable mentally retarded program is presently twelve to one (12 to 1) which is a very reasonable ratio..

Referrals, Screening, Eligibility Placement and Dismissal Procedures

Pupils are referred to the principal of a school by parents or classroom teachers, who, in turn, sends a request for a psychological examination to the Psychological Services Department. If the child is eligible for the program, the school and Director of Exceptional Education are notified of these findings. The final placement and dismissal of children is a joint responsibility of the principal and Director; however, the Director has the final responsibility.

The special education staff should give serious thought to a follow-up study of all educable mentally retarded youths who have dropped out of the program. Further, consideration should be given to more thorough record keeping of youth enrolled in the present program for utilization of future studies.

Facilities

The facilities for Stages I through III appear to be quite adequate with the exception of toilet and sink facilities, even though some were housed in temporary type buildings. Facilities at Stages IV and V are inadequate.

Instructional Materials, Equipment, Methods and Techniques of Instruction

Many weaknesses were noted in the area of instructional materials and equipment. There was a lack of use of bulletin boards to support instruction in line with the curriculum guidelines and units of work. There was a lack of varied materials of instruction. The amount and use of manipulative material at Stage I through III needs to be increased. Thought needs to be given to the selection of new material in arithmetical skills instead of using workbooks and discarded texts from the regular instruction program. Equipment and materials at the secondary level should be directed toward occupational training.

Even though tentative curriculum guides are available, teachers of EMR children had little knowledge of the outlined material and guidelines were not being used. The Special Education staff might like to develop more appropriate guidelines at the secondary level. For example, developing guidelines geared to pre-vocational activities at the junior high level; such as, (1) gaining knowledge of job opportunities by taking field trips, using films, speakers and other methods of studying people at work; (2) personal health and appearance; (3) societal relationships; (4) home training and (5) arts and crafts activities. Further, the staff might explore establishing a work-situation laboratory at the senior high level with the pupil working on the school campus and in part-time work experience in the community which are designed to give the pupil a chance to (1) explore possible vocations, (2) gain work experience, and (3) provide an opportunity for vocational evaluation. Efforts should be made to assist each pupil to learn a particular job, and to develop skills so that he may become an employee in the world of work.

Articulation and Integration of the Program

Teachers of the EMR classes seem to have the concept that children should be moved from one stage to another based on chronological age.

The Brevard County educable mentally retarded program is outstanding as it relates to integrating special education pupils in the regular instruction program. Evidence was seen of pupils being integrated into regular programs of shop, home economics, driver education, typing, choral music and physical education.

There appeared to be good acceptance on the part of the principal and regular staff that were interviewed, relative to their understanding and acceptance of this special program.

Transportation

There were no problems noted in transportation of the EMR's. Plans for getting pupils to and from school seem to be satisfactory.

Utilization of Supporting Services

The following represents services now used or needed: (1) Teachers could use more assistance from psychological services, such as receiving reports that are more meaningful, giving strengths and weaknesses of the youngster evaluated and recommendations for formulating the growth of the pupil. (2) Speech services are provided for only Stages I through III due to a lack of speech therapy staff. (3) No pre-vocational or social work services are provided.

Use of community resources was found to be very outstanding. Active participation of such agencies and organizations is an excellent and effective way of appraising the community agencies of the services available in the schools and how the agencies and school can complement each other's services to the handicapped. Volunteers are being utilized at the elementary and secondary level.

Parent Education

There were no specific guidelines found regarding parents of the educable mentally retarded child. Teachers do have conferences and all parents are encouraged to visit the school. Summaries of these conferences are not included in the cumulative folder. There are no specified number of conferences each teacher should have yearly.

Supervision of the Program and In-service Education

The Special Education staff needs to give some consideration to defining the supervisory role of the principal, Director and supervisor. The Director of Exceptional Education does have his responsibilities delineated in writing by the Board of Education. The principal's and supervisor's responsibilities in regard to this program are not spelled out in writing.

The following information gives pertinent information relating to the training of the teachers:

Number certified------------20
Not certified --------------19
Without special training-----2
Average Years of experience--2

The in-service education program for teachers of the educable mentally retarded in Brevard County is good but could be expanded. Area professional meetings are held periodically which provide opportunities for teachers to discuss mutual problems. Extension courses are offered for teachers to further their training and meet certification in their area of exceptionality. The in-service program planned for this coming summer should be most outstanding.

Financing of the Program

Classes are given a budget of three hundred dollars over and above the regular classroom supplies in all new classes and two hundred in classes that have been in existence more than one year. Teachers should be involved more in budget making and should make better utilization of the funds afforded them.

Record Keeping

The record keeping in the EMR program could be strengthened by teachers having locked file cabinets located in their rooms. Confidential records are kept in the Guidance Counselor's office.

Summer Program

The county is commended for inclusion in its summer program recreational and enrichment type experiences for educable mentally retarded. It is recommended that a systematic, long-range plan be organized for the development of a kindergarten program for the EMR as an integral part of the school system during the summer months.

Communications within the School System and School-Community Relations

Plans, it is understood, are being considered to housing all special education supervisory staff in the same building with others of the administrative central office staff. This would facilitate communications.

There are no definite plans or procedures for dissemination of information about special education.

Strength of the Program

1. The county level Exceptional Education staff consists of a Director, a full-time Consultant for classes for the educable and trainable mentally retarded, a half-time Consultant of speech and hearing, and a Director of Federal Project. All staff personnel have the experience and training to provide sound leadership. The county is commended for creating these leadership positions.

2. Brevard County is one of fourteen school systems in Florida cooperating with Vocational Rehabilitation in the training and employment of older retarded youth. The Vocational Rehabilitation personnel are very eager to work with the school system. The implementation of this project has taken considerable staff time. When this project is more fully developed it is anticipated that staff efforts can be redirected to developments in other areas. The aim of a comprehensive articulated program from primary grades to successful employment has a good beginning for children and youth participating in the Brevard County program.

3. The integration of special class pupils into the regular program was found to be most outstanding. At Stages IV and V, pupils were participating in physical education, art, music, driver's education, home economics and arts and crafts.

4. Teacher morale in Brevard County is excellent.

Weaknesses of the Program

1. Lack of adequate building facilities especially designed for the retarded at the various stages appears to be a major weakness in the program for educable mentally retarded.

2. Utilization of supporting services in the area of psychological testing is somewhat weak in that reports on file in cumulative folders do not consistently indicate strengths and weaknesses of subjects. In all classes observed, the test results were not interpreted to the teacher. Further, pupils have been placed in classes for a relatively long period of time before reports are sent to the teacher. There was evidence of a need for psychological re-evaluation in many cases.

3. There were no definite screening and identification programs.

4. The curriculum guides are incomplete at the elementary level.

5. The curriculum guides at the secondary level are inadequate to meet the needs of the children.

6. There were no well-defined placement and dismissal procedures.

7. There is no working relationship with Vocational Rehabilitation that spells out in writing the responsibilities of both the school and Vocational Rehabilitation. It appears that much of this work is on a trial and error basis without carefully working out the procedures.

Recommendations

The following recommendations are made after a careful study of the program for the educable mentally retarded:

1. The following personnel for the EMR program should be employed:

A Supervisor of the elementary EMR program
A Supervisor of the secondary EMR program

2. The organization of two cluster classes at the junior high school level are strongly urged.

3. The organization of three cluster classes at the senior high level are recommended to include:

A homemaking teacher
An occupational teacher
A vocational shop teacher

4. Consideration should be given to a materials mobile unit for distributing materials to all EMR classes.

5. Specially designed classrooms and complexes at the junior and senior high school level should be built to conform with the Building Survey Report of 1965.

6. Each child enrolled in the EMR program should have a complete case study folder. School social workers should be employed to do thorough social histories, to serve as consultants to teachers and to be the liaison between the school and community organizations.

7. Psychological reports should reflect intensive study. Recommendations should point up specific strength and weakness for the classroom teacher and recommendations should be given to help the teacher more adequately with the needs of the child.

8. A well-defined plan for working with Vocational Rehabilitation should be formulated and recorded for circulation.

9. One teacher aide for each two EMR primary classes should be employed.

10. Careful consideration should be given to the quality and organization of the present program rather than expending efforts in expansion at this time.

11. Well-defined guidelines for admittance and dismissal of children to the EMR program should be formulated and written out for distribution to all concerned.

12. A systematic long-range plan be organized for the development of a kindergarten program for the EMR as an integral part of the school system.

13. A thorough screening program should be conducted to locate all mentally retarded children who need the service. Currently, only a small percentage are being served. When the number is known, then a more precise plan for expansion can be made.

14. An intensive in-service training program should be developed. Even though the overall training program in this area is more advanced than others, there is room for improvement.

PROGRAM FOR THE PHYSICALLY HANDICAPPED

Description of Program

Children Served

The following represents the number of children now being served in the school setting and the number that need to be served:

	Served	Not Served	Expected Incidence	Expected Incidence	Expected Incidence
	1965-66		1966-67	1967-68	1968-69
Special Class	68	133	149	165	181
Regular Class	204	397	448	496	545

The following information gives the number of classes and locations of the schools where these classes are held:

Location	Stage	Number	Total
Normandy	I-III	11	19
	IV-V	8	
Cervita	Pre-school	18	
	I-III	11	29
Summit	I-III	12	
	IV-V	8	20

The school-age pupil-teacher ratio is approximately 1 to 10.

Referrals, Screening, Eligibility Placement and Dismissal Procedures

Most anyone can make a referral--an M.D., any teacher or principal, a parent, a friend, etc. A psychological evaluation is supposed to be given before placement, but apparently this is not always the practice. It is assumed that a physical examination is obtained, but it could not be ascertained by whom or how complete are these examinations. Evidently they are sometimes conducted by the Florida Crippled Children's Commission, sometimes by the family physician, etc.

A team consisting, usually, of the following determine eligibility for placement: Director of the Exceptional Child Program, Head teacher of the school, an M.D., the referring teacher and/or principal, a public health nurse, and sometimes a psychologist.

A cumulative folder is supposed to be sent by the referring school. In some cases an attempt is made to follow as closely as possible what would have been this child's normal curriculum if he had remained in a regular class.

In many cases, however, the information available on academic and/or capacity levels is inadequate (or sometimes completely lacking) and the teacher simply has to discover these things by trial and error.

The exact nature of any specific follow-up plans or procedures was not determined with the exception that it was explained, "Vocational Rehabilitation picks up our older children."

Facilities

None of the three facilities visited could be considered adequate. Cervita, especially, is very crowded and confusing for both staff and children. At Normandy there is much noise from the airport, a constant din of traffic outside the window, and even the air conditioning (although it has not yet been installed) is old and expected to be noisy.

Instructional Materials, Equipment, Methods and Techniques of Instruction

In some classes instructional materials and supplies appear adequate--but never more than adequate; and, more often than not, they are scanty. There is a lack of audio-visual materials, variety of texts, supplementary books, periodicals, library books, and reference materials.

At Normandy and Summit methods and techniques of instruction were both very good. The "Strauss cubicles" which have been constructed in one classroom at Normandy were very useful--and apparently liked very much by the children. The children at both these schools seemed to have been trained in and to have developed exceptionally efficient independent work habits. It was not possible to observe the teaching of the regular teacher at Cervita. A volunteer worker was giving an art lesson, instead--and this was very poor.

Articulation and Intergration of the Program

Articulation appeared to be effectively carried out. Apparently the procedure is handled by consultation between teachers with, presumably, the approval of the head teacher. Since placement seems to be based almost entirely on chronological ages, occasional problems arise--such as the placement of a 13 year old non-reader with a primary age group.

There is no integration at present. It is to be hoped, however, that opportunities for integration with normal peers will be possible when these classes are moved to one of the regular school complexes. As a matter of fact, it is felt that many of these children could then be placed, full-time, except for therapy sessions, in regular classes.

Transportation

Transportation is provided for the clinics with funds from the Board of Public Instruction. Busses have hydraulic lifts. Because of the nature of the geography of this county, some children are probably on the bus longer than is desirable, but having three centers cuts this problem to a minimum.

Utilization of Supporting Services

The following services are utilized:

Psychological Services--The psychological reports are meager and do not help the teacher understand the child or develop an improved curriculum for him.

Speech Therapy--In some cases the clinics provide and pay the therapists; in others the school board supplies them. Some individual children evidently receive both services. How effectively these two types of services are coordinated could not be determined.

Pre-vocational--There was no real indication that vocational services were utilized at all, although it was said that "Vocational Rehabilitation picks up our older children".

Physical and Occupational Therapy--Physical and occupational therapy are provided in all three clinics and seems to be most satisfactory.

The community organizations are very much a part of all three programs visited. The volunteer aides program is much too spotty and undependable. In one school there have been this year 14 volunteer aides of which only 8 have remained throughout the year.

Parent Education

All schools have PTA's. In some schools the report cards used in the regular schools are used with the handicapped with slight modifications. One teacher, however, sends home a carefully composed individual letter for each child every nine weeks in which she mentions specifically words, skills, concepts, and other important learnings, mastered during that period, together with statements as to specific strengths and weaknesses and future needs and plans.

Supervision of the Program and In-service Education

The Executive Director of the clinic in all three centers acts as head teacher for the school. The head teacher's salary is underwritten jointly by the clinics and the School Board. In each case this person holds a Bachelor of Science degree in physical education with a certificate as a registered physical therapist. The Director of Exceptional Education technically, however, serves as Principal of each school; these roles are not delineated in writing. Two clinics are financed by the United Fund and the other by the Easter Seal Society.

There was no evidence of an in-service training program for personnel.

The following represents a survey conducted of the training of teachers in the three centers:

Normandy: One teacher has both Bachelor's and Master's and was reported to be "certified in exceptional education". The other teacher has a Bachelor's and is now working on a Master's at the University of Florida and was reported to be "certified in exceptional education".

Cervita: For 120 days the older group had a substitute teacher whose training was reported to consist of "about three years of college". A new substitute teacher will finish the year with this group. This teacher was reported to have had "about one year of college". No information was obtained about the training or experience of the teacher of the pre-school group.

Summit: One teacher has a Bachelor's and was reported to be "certified in exceptional education". The other teacher was reported to be "certified as a teacher, but not in exceptional education". He has both a Bachelor's and a Master's and is now working on a doctorate. He is also reported to have a "strong background in reading".

Financing of the Program

New classes are budgeted at $300 per year; already-in-existence ones at $200. This can hardly be considered adequate, especially since equipment for these classes is so expensive. Financing the entire program is a joint responsibility of the Brevard Board of Public Instruction and outside agencies.

Record Keeping

Record keeping is not adequate--they are neither complete nor up-to-date.

Summer Program

There is a summer recreation program for these children provided by the Board of Public Instruction.

Communications within the School System and School-Community Relations

Nothing really pertinent or definite could be ascertained about this phase of the program.

The impression is that Brevard County is willing to pay for a high quality educational program in all area.

Strengths of the Program

1. Morale in two of the three schools visited was excellent. Poor working conditions in Cervita was possibly one of the major factors contributing to lowered morale.

2. The teachers seemed sincerely interested in the children's welfare and progress.

3. Two of the three schools visited are adequate in terms of space but neither is well-designed.

4. Plans to relocate each of the present facilities, each as part of the campus (or complex) of a regular school should help considerably to improve the total program.

5. The inviting of parents to school to share in the findings following a re-evaluation conference is a desirable plan.

6. It is sound planning to have the curriculum in each class, and for each child, follow as closely as possible that which he would be following had he remained in a regular class.

7. In several classes rather extensive use is being made of the county film library, which is reportedly a good one. Good use is also being made of educational TV.

8. The use of standard achievement tests to measure progress at the end of each school year is a good procedure.

9. Brevard County is to be commended for its plan to have a specially designed facility for a preschool program where the entire program that is now referred to as Cervita will be housed in a wing of an elementary school.

Weaknesses of the Program

1. The medical and related services are primary within the program and the educational program is secondary. This possibly is due to the fact that in all three centers, a physical therapist is administering the program.

2. The clinics are jointly operated by some community agency and the Brevard County Board of Public Instruction. While it is understandable why this plan developed, this organizational plan for financing the facilities does not make for an efficient or effective educational program.

3. All teachers are not fully trained in this specialized area.

4. The clinics are isolated from regular schools, making integration impossible.

5. An in-service training program for personnel is non-existent.

6. Psychological services are limited in scope. The reports seem to designate a classification of children so far as intellectual functioning is concerned but are not very helpful to teachers.

7. There does not seem to be clear-cut and in writing procedures for referral, screening, placement, and dismissal of children.

8. The record keeping appears to be limited in scope.

9. There does not seem to be refined procedures for screening volunteers and orienting them to the program.

10. The relationship with Vocational Rehabilitation and the services obtained from this agency does not seem to be according to a well conceived, well executed plan. There does not seem to be a pre-vocational program for older children.

11. Part-time teachers and/or matrons are not provided in each classroom.

12. The school does not provide these classes with art or music teachers.

13. Age ranges in some classes are much too wide.

14. Lack of playgrounds and/or equipment on the playgrounds was a glaring weakness.

15. Rarely are field trips provided for these pupils.

16. Library provisions are meager. Summit, for example, should, according to usually applied criteria, have approximately 170-180 library books for its number of children, whereas it has only 50 or 60. It is difficult under these circumstances to promote and encourage the recreational reading which can become a very important activity in the lives of the physically handicapped.

17. Toilet facilities are not readily accessible to every classroom.

18. The allotment for classroom materials and equipment is inadequate ($300 for new rooms and $200 for existing rooms). This may explain why certain equipment is not provided.

19. Preschools are not in operation in all three centers.

20. Grouping procedures are questionable. Placement of older children in classes for younger children because they have academic problems is not sound practice. Placement of mentally retarded children in with normal and gifted children is also a questionable practice.

21. No planning periods are scheduled for teachers.

22. Scheduling of children for therapy seems to, at times, be in conflict with the educational program.

23. Re-evaluation of children, especially by the psychologist, does not appear to be set up on a regularly scheduled basis.

24. With the exception of one center, no hot lunches were provided.

Recommendations

The following recommendations are made in regard to the program for the physically handicapped:

1. The Brevard County Board of Public Instruction should, as quickly as possible, build specially designed wings on regular schools to house this program. This program for school age children should be completely under the administration of the Board including not only the teachers but the therapists as well. If other organizations, service groups and the like wish to make donations, these funds should be accepted with the understanding that the school system administers the program. The medical services should not be allowed to dominate the educational program even though they are most important aspects of the total program.

2. Teachers should be required to complete their specialized training at the earliest possible time.

3. Employment of a supervisor or coordinator who is a fully qualified educational specialist in this area is a must. This person should develop an intensive ongoing in-service training program; provide orientation for volunteers; provide the leadership for interpreting the program to the public; promote an improved parent education program; work toward improved facilities, equipment and materials of instruction; formulate plans leading to better grouping of children and toward setting up a re-evaluation of children on a regularly scheduled basis. With the help of a supervisor, the educational program should be upgraded.

4. As soon as facilities are provided in a regular school building, definite plans should be made to integrate pupils on an individual basis into regular classes. Some children should spend all their time in regular classes except when they are receiving therapy. When this comes about, art, music and other such services should be made available to these children. Playground space and equipment should also be available to these children when the program is a part of the regular school. Until the time when all three clinics are moved to a regular school, an effort should be made to provide playground equipment and to upgrade the library offerings.

5. The Director of Exceptional Education should work with the Director of Guidance and Psychological Services to provide improved psychological services to these children. More time allotted to testing these children should result in more meaningful reports which can be more helpful to the teacher and other professional personnel in improving the educational offerings and services to these children. Time devoted to studying these children is the important factor. The psychologists are well-qualified to conduct a thorough study.

6. As is true in other programs, clear-cut procedures and responsibilities of personnel should be in written form.

7. Teacher aides or matrons should be employed to assist the teachers. It is desirable to have one matron for each teacher, but a matron might be shared by two teachers if funds do not permit one for each room.

8. More adequate summer programs should be made available to these children.

9. The budget should provide for increased funds to purchase more adequate instructional materials and needed equipment.

10. Preschools should be provided for children as young as three years of age.

11. Teachers should be provided with a planning period during the day.

12. Home instruction should be provided for those pupils who are physically handicapped but are not able to attend a class in the school setting.

PROGRAM FOR THE DEAF AND HARD OF HEARING

Description of Program

Children Served

At this time, there are twenty children with varying ranges of disabilities (hearing and others) being taught within three classroom settings designed to assist academically those children with educationally involving hearing losses. A certain percentage of children (not determined) receive itinerant assistance from speech therapists. Based on the incidence percentage of .56%, there are at present some 200 children who are in need of specialized service, either itinerant or special class placement.

Each of the three classes, one at Riverview Elementary, one at Mila Elementary, and one at Ruth Henegar Elementary, are self-contained to a large degree and included a chronological age range from six to fourteen. There are no classes or services reported at the secondary level. Two classes have seven students enrolled; one class has six students enrolled.

Referrals, Screening, Eligibility Placement and Dismissal Procedures

There is a hearing testing program in evidence. Children who illustrate moderate to severe hearing losses on the County's pure tone threshold audiometric examination are considered as candidates for placement in one of the three classes.

In addition to referral from the hearing screening program, referrals are made by parents, principal, teacher or therapist. Evidently, referral could be made directly to one of the three classroom teachers or to the Exceptional Education Director.

The main determinate appeared to be the pure tone audiometric threshold findings as presented on the screening program. Another factor seemed to be if the child had been known by the itinerant hearing specialist prior to the beginning of these classrooms, 1965-66.

Based on eligibility, a letter is written to the child's parents and to the school principal where the child was first assigned, stating that the child will be transferred to one of the three classrooms. This transfer is also cleared with the principal of the school where the child is to be placed in the special classroom.

Facilities

Two of the three classrooms are adequate in size, lighting and acoustics. The other room is small, with minimum acoustics and electrical outlets, and is located on the below-ground level floor.

Instructional Materials, Equipment, Methods and Techniques of Instruction-

Two of the rooms appear fairly well-equipped. The third needs supportive equipment for auditory training, mirror, texts, puzzles, etc. This supportive equipment has been applied for.

Methods and techniques of instruction were difficult to analyze because of time.

Articulation and Integration of the Program

At this time there are no secondary programs; consequently, fourteen year olds are remaining in the elementary school setting.

Integration fluctuates from one class to another. Children in two of the classes attend regular class for arithmetic, social studies, etc. One class is primarily self-contained and does not receive services of the physical education instructors assigned to the school.

Transportation

Many of the children travel quite some time in car or bus because of distances involved in Brevard County.

Utilization of Supporting Services

A local hearing aid sales quarters is reported by one of the teachers as being one of the resources for further audiometric testing and hearing aid evaluation; otherwise no community resources are being utilized.

Parent Education

Report cards are sent home every nine weeks. When time allows, parent conferences are set up during the school year at the convenience of the parent to discuss child's progress and suggest work at home.

Supervision of the Program and In-service Education

The supervisor of the speech program has just recently been appointed to help these three teachers. The main emphasis at this time has been in acquiring adequate materials.

Two of the three teachers are certified, Rank III, in the field of hearing; one is not trained in this specialized field and is certified Rank II in speech therapy.

No in-service education is being carried on in this area.

Two teachers reported excellent acceptance in building by the regular staff and principal; one reported passive acceptance.

Financing of the Program

Three hundred dollars was allotted to each teacher at the beginning of the school year to purchase equipment and materials other than those supplied by the school budget and the Exceptional Child budget.

Record Keeping

Audiograms seemed the primary records kept as to reasons for placement in class. Pertinent daily material was also on record. If a child entered the school system with a battery of tests already administered, some of these were on records. One class had two children with the above type records; five children had no information in their folder.

Summer Program

There are no programs in the summer to date for these children.

Strengths of the Program

Brevard County should be complimented for undertaking the gargantuan task of setting up classes for the hard-of-hearing and deaf children of school age. The County has been particularly fortunate in having two teachers qualified to start this program.

Weaknesses of the Program

Of all the specialities of education, providing for the hearing involved child is perhaps the most consuming as to time involved in diagnosis, sophistication of diagnosis, the demands on community resources, specialized equipment and the demands for the ultimate in qualified, professional teaching.

In surveying the existing Brevard County hearing program near the completion of its first year, the following questions are raised:

1. Are plans for a comprehensive hearing screening program in evidence?

    a. Basic to the educational program designed to assist those children with hearing problems answers should be forthcoming to such questions as: How many children of school age have a hearing loss so severe that they require special classroom placement? How many children of school age have a hearing loss which requires speech reading, auditory training, speech therapy? How many children have a hearing loss that requires special seating within the regular classroom, and special instructions to the classroom teacher?

It is the function of the hearing screening program to discover those children who may need any one of the above educational services.

b. Analysis of equivalent referral type hearing screening programs throughout the nation has shown that such referral procedures for hearing testing as it exists in Brevard County result in only 24% accuracy as to children selected to be tested.

c. A hearing screening program should be designed to discover early in their life those children with hearing losses so that they are not academically hampered by such a loss.

d. A hearing screening program should be designed so that those children who develop a hearing problem any time during their school life may be identified before an extensive period of time has elapsed.

2. Is there evidence that the best possible medical and/or prosthetic corrective measures have been activated for those children who have indicated some hearing problem as determined by the hearing screening and threshold tests administered by the public school audiometrist?

a. Prior to educational involvement for the above-mentioned children is the medical follow-through as to whether medical treatment can correct, stabilize, or minimize the hearing problem - or in fact, whether such a hearing problem exists. (The above public school screening and threshold tests are referral tests and, of course, are not diagnostic in nature.)

b. If a hearing aid is needed, has the child involved been fitted appropriately? Has this hearing aid been re-evaluated as to its effectiveness at least once a year?

3. Is there evidence that the child with an educationally handicapped hearing loss been placed in the best possible academic and social environment?

a. To determine the above question, one must ask whether psychological tests have been administered by a psychologist knowledgeable in testing children who have minimal hearing and, consequently, limited verbal and reading vocabularies?

b. Has the teacher of these children had every opportunity to know the history of these individual children, to know about their particular hearing loss, and to know what their strengths and weaknesses are as to learning abilities?

Recommendations

The following recommendations are made relative to the program for impaired hearing:

1. In order that Brevard County may plan accurately for the next

five years as to the demands for room space, personnel, etc., for those children with hearing problems, an assessment of its school age population hearing-wise should be undertaken.

This assessment will require:

a. Designing a hearing conservation program consisting of three parts:

   1. Pure-tone audiometric screening of children in all schools at a given age range; i. e., six years, eight years, ten years, twelve years, fourteen years, and sixteen years of age. (Age range is given in lieu of class placement because of academic structure within Brevard schools; there are, of course, many various ways of determining who should be tested. The important factor is that this is a yearly test administered routinely to all children so determined to fit the selected category, not only those children referred for such testing.)

      Also, testing should be done of those children referred by teacher, parent, principal, etc., who are not at given age levels selected for routine testing.

   2. Referral of those children indicating a hearing loss on the pure tone audiometric screening test, and pure tone audiometric threshold test for a medical examination. (This medical examination is preferably done by a medical specialist, however, this would involve understanding by and cooperation with the medical profession within the county.)

   3. Communication of above results of hearing testing, medical examination, treatment, and prognosis with the educational personnel involved: principal, teacher, Special Education Director, special teacher, and/or therapist.

b. Based on the findings of the above screening hearing test, and medical treatment, decisions should be made as to the best possible academic and social setting for particular hearing involved children. These decisions may range from better seating for hearing and seeing within the regular classroom for a child with a mild hearing loss to deciding whether a particular child can progress satisfactorily within a special classroom in the public school setting or whether he requires the concentrated, specialized education of a school for the deaf.

   To assist with the placement of a child in a special education classroom for the hard-of-hearing, a staffing of this child should take place. This staffing should present his case history; hearing evaluation; medical analysis; learning strengths and weaknesses concentrating on the child's prognosis regarding language acquisition; and the positive and negative aspects of his home environment and social adjustments which may affect his academic life.

Based on the cumulative knowledge pertaining to the child in question, appropriate educational placement should be made.

2. For the children enrolled at present within the existing three classrooms within Brevard County designed to academically assist the hearing involved children, the following recommendations are made:

a. Staffing, in a manner similar to that described in recommendation "b" above, should take place relative to the children enrolled in these classes. Appropriate placements for the children, academically and socially, should be the outcome of such staffings.

b. Serious consideration should be given to more appropriate grouping as to age and academic achievement of these children. This may mean concentrating on no more than two centers for the hearing involved rather than the three such centers at this time. For better articulation of children from one stage of learning to another, no fewer than three stages within one school complex are usually recommended. These three stages are: pre-school and primary and elementary.

c. Serious consideration should also be given to a more appropriate placement for the fourteen-year-olds who are now in an elementary school setting. Socially, this is not a sound practice.

3. To promote academic progress of children with educationally involving hearing losses, early pre-school education is strongly recommended by experts in this specialized field. A pre-school program which would assist the child from three years of age until school age should be designed. This pre-school education would be the foundation of the further schooling to be offered from six years of age upward. If a child is six years of age with fewer than fifty words within his spoken and comprehending vocabulary, his future within the public school setting seems questionable. A pre-school program designed specifically for hard-of-hearing children should exist so that these children are not further handicapped because of the lack of such training.

4. For further articulation of children from one stage of learning to another, the teachers involved with these children should have time set aside in their schedules to meet and discuss the procedures and methods being employed at each level.

5. Because of the expense of the equipment involved and the sophistication required for its upkeep, a yearly budget should provide at least an annual calibration and repair of this equipment.

6. It is not a good practice to have deaf children and hard-of-hearing children together in the same classes since their special needs vary to such a great extent. Wherever it is possible these two groups of hearing impaired children should be in separate classes, preferably the hard-of-hearing should be enrolled in regular classes and go to a resource room for special help.

7. These teachers should have an ongoing in-service training program as is true of other specialized areas.

8. There should be a strong parent-teacher relationship or parent education program.

9. Psychological evaluation of these children should be requested. The psychologists should have available to them appropriate testing materials to use with the deaf and hard-of-hearing.

PROGRAM FOR THE SOCIALLY AND EMOTIONALLY MALADJUSTED

At the present time the only facility in Brevard County which is dealing with EDC (Emotionally Disturbed Children) in an educational setting is the Juvenile Supervision Center in Titusville. However, the one teacher who is assigned to work with the adolescents at the Center is working with a rather large handicap. Since the average juvenile is a resident there for approximately 30 days (sometimes longer), it is very difficult for the teacher to reach even minimal educational goals. It is equally difficult for him to utilize any therapeutic educational techniques which he might deem appropriate in that setting.

It is recommended that the teacher be given a bona fide opportunity to help his pupils. This may be feasible if the following recommendations are put into practice:

1. It is strongly recommended that the Juvenile Court judges be advised that it would be more helpful to all concerned if they would assign future assignees to the Center for longer periods of time. It is understood that they have the authority to assign a juvenile for as long as one year. Another possibility is for the judges to assign for 30 days and then extend the placement, pending the outcome of the trial, the recommendation of the teacher, Director of the Center and the Juvenile Court Counselor.

2. It is recommended that copies of the psychological and/or psychiatric report be made available to the teacher. Without it, he is not fully equipped to help these children.

3. It is recommended that the teacher begin an educational program to further his knowledge in the area of EDC.

4. It is recommended that a second certified teacher (preferably a female) be assigned to the Center. Mr. Hill's load, especially if the juveniles are assigned for longer periods of time, is above the appropriate teacher-pupil ratio for EDC and socially maladjusted adolescents. It is suggested that he work with approximately 8 to 10 students at any one time.

5. It is recommended that, when the Center is enlarged, reasonable number of adolescents be assigned to it so that the ratio of square feet of space per assignee will increase rather than fall back to present levels.

6. It is recommended that a counselor or school psychologist be available for group therapy experiences with the adolescents. Presently, little is being done to help them to modify their inappropriate and/or anti-social behavior. It is suggested that sessions be held (with no more than 8 in a group) twice weekly for approximately 1½ hours per session.

7. Finally, it is recommended that some agency or professional person work with the parents of these adolescents. In almost 100% of the cases, the adolescent returns to the same negative home environment that he has left. Foster home placement should be considered, when appropriate.

(NOTE: Most of the recommendations made above are contingent upon recommendation number 1 being put into practice.)

A Projected Five Year Plan for Initiating an Educational Program for Emotionally Disturbed Children in Brevard County

General Comments

The National Committee against Mental Illness cautioned several years ago that one out of every 12 school children will spend some part of his life as a patient in a mental hospital if current rates continue. Various authorities have estimated that as many as ten percent of our school age population need psychological and psychiatric help. Keeping these figures in mind (which are high even if you cut them in half!), and considering the fact that it will be years before we will have enough trained psychologists, psychiatrists and social workers to help these troubled children, it is essential that the schools do what they can do to stem the tide.

Although there are EDC at every grade level, when initiating a new program, it would be best to concentrate initially on the elementary grades. This approach will be consistent with the general thinking regarding preventive mental health, i. e., identify and remediate the child's problems as early as possible.

When beginning any new exceptional child education program, and especially one for EDC, it is essential that the full cooperation and/or services of certain key personnel be obtained prior to the initiation of even the first class. In the case of an EDC program, these personnel would be the principals of the receiving schools, the teachers who will be doing the actual teaching, the school psychologists and/or guidance personnel who will, of necessity, be involved in the program, and other supervisory personnel as assigned. Initial and continuing psychological services are extremely important for the success of such a program, and more will be said about this below. A consulting psychiatrist should also be involved in the program.

Although the figure ten percent was mentioned above as indicating the number of EDC in the schools, it is felt that the more conservative figure of two percent should be used. This will include 1.5% who are socially maladjusted and 0.5% who are moderately or severely emotionally disturbed. However, many factors determine this figure, and it will be best for each community to eventually make its own estimations.

The reason for these smaller figures is the fact that a large majority of the ten percent may need supportive services but a much smaller number will need intensive special education. Other factors to consider are: (a) special education for EDC is usually a temporary assignment; (b) a complex of educational and psychological services would eventually reduce the numbers of children requiring placement; and (c) studies have shown that there is a tendency to overestimate the actual numbers of disturbed children.

Specific Plan

1. During the 1966-67 school year a part- or full-time consultant in the area of EDC should be hired. This person would coordinate the efforts regarding this specific program.

It is recommended that two different kinds of pilot programs be initiated during the school year. The first would be the establishment of two "resource teacher" classrooms in one large elementary school in the county. The seond would be the establishment of two full-time classes for the EDC, one in each of two other elementary schools.

a. Resource teacher program: These teachers should be certified and qualified to work with EDC. They should have a very good knowledge of curriculum and the ability to adapt to the needs of the EDC. They should be aware of the problems that EDC manifest and be able to call upon many different techniques to help cope with them. It is also essential that they be able to communicate with other faculty members.

   They would have their own suitable classrooms and would receive referrals from the regular classroom teachers in the school. The children sent to them (never more than 6-8 at one time) would be members of a regular class but would be sent to the resource teacher when they showed signs that they were upset, antagonistic, hyperactive, tearful, depressed, agitated, etc. Their stay with the resource teacher will vary from 1 or 2 hours to almost the whole day. Some children may be going almost every day and some once or twice a month.

   This allows the EDC to get specialized help when he needs it. In a large school there will be some children who show signs that they cannot tolerate their regular classroom or it can no longer tolerate them. The well-indoctrinated regular class teacher will use her judgment and decide when to send the child to the resource teacher. It is essential that the resource teacher communicate with the referring teachers on a continuing basis. She will also have to "sell" her program to the faculty.

   The resource teacher should have a teacher's aide assigned to her. She will assist her with small group activities, recreation, and also allow the teacher to give one-to-one instruction when necessary.

   Since the resource teacher will not have a specific, permanent class of her own, she can also work with a small number of "slow-learners" on a continuing basis when she has not had any EDC referred to her on a given day or period of time. The aide can assist her with these activities and also take it over temporarily if some EDC showed up.

Appropriate record-keeping for each child would be the resource teacher's responsibility. She would also request a psycho-educational work-up from school psychology if she felt it was necessary. She would work closely with her supervisor or consultant.

b. Class for EDC: Two other well-trained teachers should be hired for this pilot program. They would be working in two different schools and would have a full-time class of emotionally disturbed children. They would each have a teacher's aide assigned to them. These teachers would work with approximately eight children who would be carefully screened for admission by a screening committee.

The screening committee should ideally consist of a psychologist, social worker, consulting psychiatrist and the special education teacher. The supervisor may also wish to be a member. They would only consider children for the class who had a full psycho-educational work-up and whose families were interviewed as well. The specific criteria for admission, etc., should be determined by the screening committee and the Special Education Department.

A child's progress should be evaluated at least every six months and recommendations for possible return to a regular classroom be considered on each occasion.

By all four teachers keeping careful records and carefully evaluating each child's progress, it should be possible for the supervisor to evaluate these two types of programs at the end of the first year. However, all professionals involved should be involved in the evaluation and given opportunity to suggest changes.

All teachers should be involved in an in-service training program with the leadership of a supervisor.

2. During the 1967-68 school year, both programs should continue with appropriate changes and modifications. More EDC teachers should be hired and utilized in both programs.

During these first two years, lines of communication will be established, reporting procedures established and improved and exposure given to these programs so that other interested principals may have an opportunity to learn more about them.

3. In the 1968-69 school year, a cooperative, wide-scale screening program should be initiated in order to determine how many EDC there are in

the County. This will take the combined efforts of the Exceptional Education Department and the Guidance and Psychological Services. The system of in-school screening of EDC which has been developed by Bower and Lambert should be considered for possible use in Brevard County at this time. However, other techniques, presently developed, may be appropriate.

During this year more EDC teachers should be added to the program, as the budget and needs dictate.

4. During the 1969-70 school year, and with the benefit of the county-wide screening program, it is recommended that two special day schools (which may be separate buildings or wings of existing buildings) for EDC be established. These schools would be fully staffed (even with its own principal) and each could have an enrollment of 150-300 children. If both schools were opened and each had 300 EDC or socially maladjusted children, it would be necessary to hire approximately 40 teachers for these facilities alone.

Other EDC teachers should be hired for the two other programs mentioned above. By now teachers would be assigned to junior high and high schools as well as elementary schools. Since the expected incidence of EDC for the 1969-70 year is 1,553, there would be a need to hire approximately 75-100 teachers. Many of these EDC will be served by ancillary services. Some will be in therapy at the Child Guidance Clinics or with private therapists; others will receive help from school psychologists and guidance counselors; and still others will indirectly benefit and improve because their parents are receiving professional help.

It is anticipated that other preventive measures, e. g., early pre-school screening, parent groups, mental health programs, etc., will result in a decrease of the total number of EDC in Brevard County.

As these new programs for EDC develop, appropriate guidelines, criteria, job descriptions, pupil placement procedures, etc., must be established. By having a wide range of facilities for the children, the county will have the appropriate facility for each child.

It is essential that psychological services be expanded and improved so that the EDC programs will receive the proper support. More school psychologists are needed and they should be conversant with the most appropriate techniques and devices for accomplishing psycho-educational diagnostic workings.

They should communicate their findings via formal reports and determine whether the form and content of the reports are suitable, appropriate and useful to the receiving teacher.

It is suggested that more joint meetings be held between the staffs of psychological services and exceptional child education. It is important that each know the role of the other and that avenues of communication are accessible between the two groups.

PROGRAM FOR THE VISUALLY HANDICAPPED

Description of Program

Children Served

According to figures given, there are at present 28 children being served in an itinerant program under the direction of a visual consultant. Of this number 14 are legally blind and the same number are visually handicapped, partially seeing.

According to the present total enrollment in Brevard County of 55,000 students, one can arrive at two possible figures for incidence. Using one in 500 of the school age enrollment as having corrective vision of 20/70, one has approximately 110 who would be in the category of the partially seeing. Since this does not include the legally blind, one incidence ratio would be approximately one in 3000 of the school enrollment, thereby adding another 15 or 20. In round numbers, approximately 125 to 130 may be considered the potential number of children who need special services because of vision problems.

It is recognized that not all children with corrective vision of 20/70 or less require special education, so another ratio which might be used to ascertain the number would be approximately one in 1000 of the total population or approximately 55, this figure including partially seeing and legally blind children in all grades.

At present there is one teacher serving all of the children identified through an itinerant teacher program. It is recognized that though there is an excellent conscientious teacher employed, her services can not be spread this thin and at the same time provide the children with the needed services.

Consideration is given to the opening of an additional unit in the fall using a resource room plan. This is an excellent idea since it will provide for those pupils who require more assistance than present itinerant service makes possible. It has been suggested that approximately 12 of the boys and girls be assigned to this resource room. An elementary building, well situated between the north and south extremities of the county and also adjacent to junior and senior high schools, seems to be an excellent location.

In addition to this program, it is hoped that other staff may be added so that additional itinerant services can be provided. In a county which is as long and narrow as Brevard, the amount of travel time needs to be considered. It is, therefore, suggested that at the present time there be two itinerant teachers in addition to the resource room program. In considering the services of the resource room, the possibility of having the teacher of this program go into the junior and senior high schools for part of a day, perhaps, not every day but at least on certain days of the week, depending on the number of pupils and the needs, might be feasible. While it may be satisfactory to bring junior high school age pupils back to the resource room in the elementary school, it seems that the boys and girls in the high school program might better be served by having their own work area in the high school and the teacher come on a regular basis to work there rather than having the pupils come back to an elementary building.

As the enrollment increases as is anticipated in future years, there will be a need for adding other teachers, both on itinerant programs and in resource rooms. The number of teachers will be justified by the number of children and the severity of the pupils' vision problems. The guides offered by the State in connection with teacher-pupil ratio seem to be very adequate and helpful. These should be used as guides. The present teacher ratio of 28 pupils in all grades, of course, is recognized as too large a number to serve the pupils properly.

Referrals, Screening, Eligibility Placement and Dismissal Procedures

Since screening procedures are an important means of identifying those pupils who need special education services, it is suggested that vision screening programs be a part of the general Division of Special Services.

To efficiently and properly set up policies and procedures for vision screening, an Advisory Committee can be of very effective assistance. This Advisory Committee may be made up of the school physician, representatives from among the eye specialists, school health personnel and appropriate school administrators. This Advisory Committee can help establish the kind and amount of vision screening to be done, the recommendations for frequency of screening, and the appropriate procedures for follow-up.

It is strongly recommended that there be some individual designated as responsible for follow-up through coordinating efforts in referrals to parents, seeing to it that the follow-up is accomplished through having the eye examination, the obtaining of glasses when prescribed and referring the names of those pupils whose corrective vision is inadequate to the Director of Exceptional Education.

It is recommended that vision screening be done by trained personnel, minimum annual Snellen screening or the total Massachusetts vision screening in grades 1, 3, 5, etc., and including all new enrollees and cases particularly referred by the teachers. It is only through continuous adequate vision screening that we can be sure that we are not overlooking some child whose vision problems may not be readily recognized.

It is suggested that all children known to have corrective vision of 20/70 that additional information on their vision be obtained, that their names be referred to the Director of Exceptional Education, that other kinds of information be collected such as school achievement records and psychological tests. This information should be provided to the Director of Exceptional Education so that consideration be given for possible needs for special education help.

In connection with testing programs, it is recommended that tests appropriate to those with visual problems be used such as the Interim Hayes-Binet, the Ora-Wisc and the large type editions of achievement tests, etc. When information on the ability, eye condition, general school progress has been collected, then a decision may be made from these findings by the team or by the Director as to the individual child's need for special education and plans made to provide for him in the most appropriate way.

Eligibility for service in general may be based on the fact that the individual child's vision is inadequate for obtaining his education in the regular ways without additional help or special teaching services or materials and equipment. An impairment of 20/70 or less corrective vision can be used as one guide in determining eligibility.

Placement of a child in the program should be made based on the decision of the educator as to the child's need for special help. The placement decision, of course, should be guided by findings from various professions concerned with the child.

A review and evaluation of the services of the program to individual children should be made periodically at the end of every school year, if possible, because needs change particularly in relation to educational programs. It is well to be sure that the best possible service is being provided for each child as his needs for service change, program design and program time may change, also. It is possible that a youngster who did not need special education as a second or third grader may need special help at the sixth, seventh and even later. It is also true that a pupil who needed help at one stage of education may not need it at another stage, and, therefore, may be released from the program. Only after a proper evaluation of needs has been conducted with the help of the regular class teacher, the principal, the special teacher, director, psychologist, nurse and other school personnel, can a valid decision be made.

Facilities

The present facilities, while in many ways are excellent, are recognized as inadequate to serve all of the children in the program. The plan for the adding of a resource room in the coming school year will be a step forward. The facilities suggested are excellent from the point of view of space, location within the building, access to library, cafeteria, etc. It is suggested that the lighting be checked to see if it is adequate, that the black chalkboards be changed to green and that the decoration of the room may be in a warmer, lighter pastel color.

The work facilities for the present itinerant pupils are very good and seem to be accessible other than when the itinerant teacher is there. In all cases, it would be well to check lighting and storage space for all of the facilities presently used to be sure they are adequate. As recommended earlier, in considering resource rooms for the future, it might be well to think of them in terms of the junior and senior high schools, too, particularly at the high school level where a resource room may be set up. As the number of children in the lower grades increase, the resource rooms should be added.

It is well to consider the residential school as one of the resources, too, and to know more about the program and services available there. Appropriately, there will be a number of children who will continue to be enrolled in the residential school setting. There may also be reason for some presently enrolled to be returned to their homes. This can be a two-way exchange and can be best accomplished by good communications between the residential schools and the local Exceptional Education Program.

Instructional Materials, Equipment, Methods and Techniques of Instruction

There seems to be a good supply of educational materials, books in large type and Braille, equipment in the way of Braille writers, typewriters, tape recorders, etc., and it was pointed out that a number of recently ordered ones have begun to arrive and more will be coming in the near future.

It seems that the ample instruction materials are available and that there are good sources of volunteer help to prepare those not otherwise available.

Among the special methods and techniques of instruction employed are teaching of Braille reading and writing, teaching typing skills, use of tape recorders and taped materials, remedial teaching in various subject matter areas, orientation and mobility, and adjustment of physical education programs. These are all skills that should be considered for visually handicapped children whether they use reading or not. One additional one that might be given more emphasis is all kinds of readiness materials, particularly in helping the low-visioned children to learn to use his vision more efficiently.

In this connection, it is strongly recommended that wherever possible those children using visual education have the opportunity to be reviewed for possible benefit from a low vision aid. This is a subject that may be discussed with the opthamologist concerned for possible referral to the low vision aid clinic in Miami or in other locations.

Articulation and Integration of the Program

Evidently, articulation from one grade to another is accomplished quite easily within an elementary school building and consideration is given to the movement from elementary to junior and into senior high school. It is at these breaks of school groupings that it is very important for interpretation of the program and services by the teacher be given to all faculty.

This can be done through the service of the principal involved and if he chooses, by special teacher at a faculty meeting. In addition, it is well for the special teacher to do interpretation on an individual basis with those teachers in whose class there are visually handicapped pupils. This interpretive explanation from the special teacher as well as the regular classroom teacher needs to be done frequently in view of changing personnel and in view of meeting different needs of individual children in the program from time to time.

It is hoped that these pupils are very much a part of the regular class setting and particularly in all activities to the degree they are able. This seems to be the case. It is hoped that the regular teacher will take a realistic view of what they may expect in the way of performance from visually handicapped boys and girls. Under normal circumstances these boys and girls should be able to participate and to contribute on a level commensurate with their abilities just as is true of other pupils. The vision problem and its educational implications, of course, does need to be considered. When materials are available and when additional teaching instruction is available, the pupils should perform up to their ability levels.

The principals interviewed seemed to be most accepting of visually handicapped pupils, of the teachers and of her services. They seem to feel that they are expressing this same acceptance from their staff. Principals seemed to have a sincere concern for the visually handicapped pupils and a desire to help them get the best possible education.

Apparently good interpretation has been done and adequate service has been demonstrated by the special teacher and the Director of the program.

Transportation

This at the present does not seem to be a problem, but in view of the resource room and possible future development, consideration may need to be given to the time factors involved in transporting pupils as well as the cost.

Utilization of Supporting Services

There are a number of supporting services available within the school system and the community. These seem to be quite well used. There might be more contact with health services, with pre-vocational services, particularly those other than are available for the legally blind, to be sure that all visually handicapped pupils who need vocational training have the opportunity to obtain it when they leave school.

The list of community resources was quite impressive and it is hoped that these can be broadened beyond just the Brevard County ones.

For example, the Florida Society for the Prevention of Blindness has been active in Brevard County in pre-school vision screening. There is a branch chairman. It would be well to contact this person and some of her volunteers to interpret the program in the schools. The Florida Society would likely be interested in helping in any appropriate way.

Parent Education

Through the conferences made available by the itinerant teacher one evening a week, there seems to be no reason why any parent would not have the opportunity for a parent conference with the teacher to obtain an interpretation of the child's progress in school, particularly in connection with a vision problem. It is hoped that this parent education program will continue, assisting parents to see the need for continuing health and medical supervision so that there will be no possibility of future loss of vision and that the child will be seen regularly by his eye specialist.

It is hoped, also that all children wearing glasses will have the prescription ground in safety lens as a future precaution against the loss of vision.

It is hoped that parents in addition to participating in special parent groups for the visually handicapped, will be active members of the regular P.T.A. just as the goal is for the visually handicapped pupils to be a part of the regular education. It is desirable for the parents to be a part of the regular parent activities within the school.

Supervision of the Program and In-Service Education

It is clear that the principals of the various schools feel a real responsibility for this program and expect the teacher to be a part of the regular teaching faculty and participate in all of the responsibilities of the school. Support of the principal is essential for the child to be a part of regular education in that building. Acceptance of this kind on the part of the principal insures acceptance on the part of the teachers within the building of all "special children".

Continuing or in-service education is of benefit to all staff. The in-service training proposed for this coming summer sounds excellent, particularly in view of the fact that it will involve educators and administrators in regular education. It is well to have the regular classroom teachers involved; for instance, in an institute on vision they can learn more about the what and why of vision screening, their role in observing children for behavior symptoms or physical symptoms indicating a possible eye problem, and their role in referring such children is important. Likewise a discussion of the eye defects, refractive errors and eye diseases which children may have and how they, as classroom teachers, may help children in their classrooms, particularly in cases where the vision problem seems to interfere with general or regular instruction can be most helpful.

The program of the Department of Exceptional Education in providing overall background information on the various programs certainly has a great deal of merit. The better informed each specialist is about the work of the other specialists, the more she or he will see ways to coordinate efforts and to look for other possible problems among the boys and girls in a class or school. It is obvious that school systems are more and more considering the needs of the multi-handicapped pupil and taking the necessary steps to identify their various handicapping conditions.

Financing of the Program

Teachers are usually not involved in budget making; but it is an effective means to see to it that the best use of funds for needed equipment will be accomplished when the teachers are knowledgable about budget and budget recommendations.

Record Keeping

It is hoped that a folder will be kept on each pupil enrolled in the program for the visually handicapped; and that this will contain recent up-to-date eye reports, periodic reports of the psychological testing and other data obtained from the testing program, health records, additional progress records and conferences with parents and any information that would be helpful in evaluating the pupil, determining his progress and future needs.

Summer Programs

The summer program developed in Brevard County sounds exciting and very valuable. There are many additional things which can be provided during the summer programs, particularly in the way of development of social skills, recreational interests, etc. It is hoped that wherever possible the visually handicapped will participate in programs for so-called "regular" children, such as camping programs and day recreational programs so that these handicapped pupils are not segregated.

Communications within the School System and School-Community Relations

As indicated earlier, there seemed to be problems of communication especially related to the follow-up of vision screening. Ways were suggested that this might be overcome through a person responsible for coordination of this aspect of the program and seeing to it that the names of potential candidates for the program of visually handicapped is made known to the Director of Exceptional Education.

School-community relationships apparently are good and strong. When a School Board member and the Mayor of one of the cities comes out to greet the survey team at a reception, it is clear evidence of their interest and support of the program. It seems that this is the kind of relationship that will continue and will grow as the community grows. The building of the number of schools and the support of bond issues is further evidence of good school-community relationships.

Strengths of the Program

Overall, the program has developed quite well in rather a short period of time. There is evidence of good leadership and dedication to the needs of the children and plans include expansion and improvement of the program in the future.

Weaknesses of the Program

At present, it seems to me the weaknesses are mainly quick growth and lack of personnel. It is hoped that both of these can be overcome. The community may become more stabilized in size in the future.

Recommendations

The recommendations for the program for the visually handicapped are as follows:

1. Set up an Advisory Committee to determine policies and procedures on vision screening.

2. Set up a vision screening program on a routine periodic basis with appropriate follow-up. This program should be coordinated in such a way that all children who need special education should be referred to the Director of Exceptional Education.

3. Referral, eligibility, placement, and dismissal of children should be available in writing.

4. It is crucial to add staff immediately to take care of the number of children who need the service. Currently there is a need for three fully trained teachers to serve children on a resource room and itinerant basis. It is recommended that serious consideration be given to have one fully trained teacher coordinate the vision screening program, which would entail employment of three teachers in addition to the present one.

5. Continue the utilization of community resources at both the voluntary and official level and with professional and lay groups who are providing services to enrich the school program.

6. Encourage these children to attend summer school.

7. Continue with the excellent beginning of a parent education program and strengthen the parent-home contacts as the number of staff members increase.

8. When staff is added, an in-service program should be instigated.

9. Psychological examinations of these children should be requested. Psychologists should have available to them appropriate testing materials to use with the partially sighted and the blind.

PROGRAM FOR THE GIFTED

Description of Program

In the past, estimates of the prevalence of intellectual superiority have generally ranged from one percent of a random population to as much as twenty-five percent of that same population. More recently, professionals concerned with various phases of the education of the gifted have noted that an IQ score of at least 120 seems to be requisite if successful high level performance is to be expected on any of the several cognitive and non-cognitive areas. These areas include creativity, critical thinking, leadership, as well as the more traditional academic (skill and content) pursuits. This same IQ score also appears to minimal for successful performance in a first-rate institution of higher learning.

For the above reasons, this report chooses to employ the IQ value of 120 as the minimal figure in delineating intellectual superiority. Since approximately ten percent of a random population are at or above this score, it would indicate that approximately 5000 pupils in Brevard County have the innate ability to be considered and treated as potentially academically superior members of the school society. Specialized programming and special curricular offerings for these children are both possible and necessary.

Unfortunately, Brevard County is assuming very little responsibility for the development of the specialized programming for its gifted. Even if the more conservative figure of one percent were to be employed (i. e., 500 students), the same statement would have to be made.

Several factors incorporated in the SPACE Plan (e. g. teams, concept teaching, Quest Program) indicate the openness and the willingness for the County School System to solicit ideas and concepts, not bound by tradition, in an attempt to upgrade the education of all of its children. However, in that pupils are assigned to phases on the basis of demonstrated reading ability and to the Quest Program on the basis of motivation and interest, the SPACE Plan falls short of meeting the needs of all gifted students.

The underachiever, the culturally disadvantaged, the late bloomer, among other sub-classifications of gifted pupils, are ignored in the Brevard County educational plan. This is not to say that if they were included, the needs of gifted students would still be met; but it would go a long way in one possible positive direction.

It is not uncommon for non-educators to indicate that "anyone can teach". Professionals in the field resent this naive attitude, and rightly so. There is more to teaching than meets the eye. Unfortunately, teachers quite often just as naively assume that no special skills and training are necessary in working with gifted youngsters. This is reflected in the dearth of teachers in Brevard (or elsewhere) who have had as much as a single course or workshop on the gifted. It is reasonable to assume that both the lack of belief in the necessity for such a course, as well as the absence of State Certification in this area, reinforce the continued lack of specialized training of teachers who are responsible for educating gifted youngsters.

Instructional materials and equipment used to accommodate gifted youngsters via the Quest Program varies greatly from school to school. Certainly, it is impossible to plan ahead for much of the materials requested by pupils in the program. However, a great many of the problems could be eliminated by a more complete basic library in the schools.

It is indeed a sad commentary on the program that forces many youngsters to purchase paper backs from their own funds because of limited library materials.

There is as great a lack of uniformity within methods and techniques of instruction as was apparent regarding the quality and quantity of appropriate materials and equipment. Projected plans, as described within "SPACE Curriculum Guidelines", indicate the awareness of the system of many possible fruitful methodological approaches. However, implementation of these ideas to date seems to be scant.

Parent education programs are non-existent in this area. Indeed, this might be one area of endeavor that the schools would wish to explore as a possible starting point for any future specialized programming. In fact, there is no reason not to include interested parents in any future in-service program for teachers and other professionals.

Community resources and personnel are used frequently and most effectively. Considering the unique make-up of the County, it is understandable to see many opportunities for the utilization of those individuals and agencies related to the missile program. The disadvantage that might accrue to the Brevard County program lies not in the use of these resources, but in the exclusive use of these resources. Apparently there is very little other community-school interaction in the area of the gifted.

Recommendations

The area of the gifted is different from all of the other exceptionalities described within this report in that it is the only one that reflects deviation in a positive direction. Unlike other special educators, the educator concerned with gifted children does not direct his efforts towards the achievement of "normalcy" for his intellectually superior charges. He is also unlike the general educator in that he realizes that potential exists within the gifted that would enable these children to reach goals that have not traditionally been considered part of the educational program.

For whatever the reasons - and they have been many and varied - very little definitive, articulated, goal-directed programming has been developed for gifted children. Sporadic attempts at educational modifications could be classified under one of three overworked headings: segregation, acceleration, enrichment. The danger in subscribing to one or more of these methods of educating the gifted lies in (1) the over-simplifications of the problem, and (2) the equating of administrative machinery (segregation, acceleration) or a nebulous term (enrichment) with a well-conceived and executed program geared to the needs and abilities of gifted youngsters.

In order to avoid self-deception in believing that a one-word answer could suffice in educating Brevard County's gifted, the following recommendations are made:

1. A professional consultant, either full or part time, should be employed for the 1966-67 school year. It will be the responsibility of this individual to get appropriate information concerning the gifted into Brevard County's educational mainstream through workshops, short courses and meetings. It will be up to this person not only to feed in information but also to assess the attitudes of educators, the parents and the members of the public in regard to educating the gifted.

2. A more formalized approach to information dissemination, via a course describing the nature and needs of the gifted should now be followed, this being done after identifying individuals within the community who would be supportive of any future program. Although much overlap is possible, it is necessary that the following types of professional and lay persons be represented among those taking the course: teachers involved in all five stages of the SPACE Plan; administrators (at least one elementary and one secondary); content specialists; parents; community leaders; professionals concerned with the culturally disadvantaged, the underachiever, the achieving gifted and the emotionally disturbed gifted; psychologists; guidance counselors; and social workers.

In light of the background gained from the course, the above individuals under the direct or delegated charge of the Superintendent should evolve goals for the proposed Brevard County program for the gifted.

At the same time that this task is being pursued, it is recommended that at least three pre-Stage I classes (each to be located in a different geographic area) be opened for gifted children whose intelligence, social maturity and readiness allows for early admission to school. There is ample reason to believe that such classes would be most meaningful not only to the development of any future program but to that group of children who otherwise could be counted among those gifted whose need for an early and accelerated education was thwarted by lack of an existing program.

During the second year of the proposed five year plan, other professional staff members need to be employed. It is necessary that their backgrounds have joint strengths, one of which must include knowledge of and experience in the field of the education of the gifted.

The concomitant strengths of the added personnel would depend upon the goals evolved during the previous phase of the program. if it were determined, for example, that the emphasis of the Brevard program would be placed on an articulated Pre-Stage I through Stage V program, that would accommodate all gifted children including the culturally disadvantaged, the underachiever and the potential drop-out. The additional staff members would include at least four persons, each of whom would be responsible for one of the following: (a) Pre-Stage I and Stage I; (b) Stages II and III; (c) Stages IV and V; and (d) Counseling.

These professionals would develop with interested schools (including personnel trained during the previous year) ideas for pilot projects to be initiated during the third year of the program. Therefore, the second year of this proposal allows for detailed plans for pilot demonstration programs that would be designed to implement the previously determined goals. In addition, during this period, a re-evaluation of the Quest program and the advanced phase of the SPACE Plan should be undertaken. This would be done in order to determine the specific modifications that might be made to accommodate those gifted who now go unserved because of their lack of reading skills, motivations, interest, or the ability to initiate and operate under a program dependent upon a pupil's self-direction.

During years three and four, several pilot programs should be undertaken. These pilots should represent possible ways of achieving the pre-determined goals. Other professionals who were not involved in courses or pre-training should be encouraged to use "professional days" to attend these pilot classes. In-service training of those involved in teaching the gifted and others who may wish to be involved should be conducted on a regular basis. Opportunities to conduct research relative to the specialized programs should be encouraged. It is very important that each of the pilot programs be evaluated as scientifically as possible.

During the fifth year, final determination should be made as to the types and extent of provisions for the gifted in Brevard County. In light of these decisions, a plan for identifying and selecting gifted children must be chosen and implemented.

In conclusion, let it be stated that the overall success or failure of any program for the gifted hinges on many of the same factors that determine the success or failure of any educational endeavor:

1. Educating the profession and the public.
2. Determination of program objectives.

3. Willingness on the part of the local educational system to support "special" (i. e., appropriate) education for the gifted.

4. Ability to tolerate educational falls while learning to ambulate in new scholastic directions.

5. Willingness to adjust to change.

CHAPTER III

SPECIAL SERVICES FOR EXCEPTIONAL CHILDREN

This chapter discusses the status of special services provided for exceptional children in Brevard County, the strengths and weaknesses of the services and recommendations for improving the services. These services include: (1) speech therapy; (2) services to children with learning disabilities; (3) pre-vocational services; and (4) social case work. In some instances, services are not at the present time provided in all of the areas mentioned above; nevertheless, the survey team felt it essential to call attention to the need for such services.

The following represent the appraisals and recommendations of each special service.

PROGRAM FOR SPEECH THERAPY

Description of Program

Children Served

At this time there are seven full-time speech therapists offering direct services to approximately 910 elementary school age children in Brevard County Public Schools. The term "approximately" is employed here because this is near the end of the school year and some children have been dismissed from therapy because they have acquired adequate oral communication skills. One therapist works two-fifths time as a coordinator of the program and serves three schools as a therapist. The total number of children therefore is estimated as 960 children receiving therapy at this time.

Incidence studies are difficult to analyze when applied to a particular County's needs for therapeautic services in the speech correction field. Perhaps a more sound figure to employ is a therapist-to-school-age-population ratio. At this time, many states are using an estimate of one therapist per two thousand school age children. This allows for more depth in the therapy program, concentration of services where needed, as well as parent counseling and conferences. Preventative techniques may be employed and the therapist can be a resource person to the classroom teacher when the case load is not excessive.

According to the March 2, 1966, enrollment figures for the Brevard County schools - year levels one through six - there were 29,662 children in attendance. Fifteen therapists are needed to service this number adequately.

At levels seven through twelve, according to the same report as mentioned above, there were enrolled 21,126 students. Ten additional therapists are needed to service this number adequately.

Even when employing the 3.4% incidence figure as referred to by the County's standard, there would be approximately 1,925 school age children needing regular therapy services. This number minus the 960 children who were seen during the 1965-66 year leaves a waiting list for therapy of 965 children. (it should be noted here that this 3.5% "compromise" statistic which is not based on any survey or national study.)

Therapy has been offered two times a week for twenty minute sessions to those elementary age children selected. Elementary schools throughout the County and the three centers for the physically handicapped are serviced. Each full-time therapist noted that he had a case load of approximately 130 children.

Referrals, Screening, Eligibility Placement and Dismissal Procedures

Each therapist uses his own materials to check the articulation, fluency, voice quality and language development level of those children referred to him. There is no uniform screening procedure used by all therapists.

Teachers, parents, and/or principals may refer a child to the therapist for evaluation of his oral communication skills. This referral may be done verbally or on the form which is supplied the classroom teachers when the therapist first visits the particular school in the fall.

Therapists' training and experience seems the main factors in deciding the eligibility status of the particular student involved. There are, professionally, two main categories affecting eligibility of a client for speech therapy. One category may be called "primary reasons" - the verbal skills are such that they call attention to themselves and the oral message is distorted or secondary in importance to the listener when compared with the manner in which the message is conveyed. These primary reasons may be recorded fairly accurately on paper with appropriate symbols or on tape recordings.

The second category may be called "secondary reasons" for admittance into a therapy setting, such as, undue pressure on maturation, speech skills from parents, teacher or others within child's environment, or undue concern by the child himself. These secondary reasons often involve a value judgment by the therapist.

Both of these two categories appeared to be employed to varying degrees by therapists in determining eligibility of a student for therapy.

After a child has been referred to the therapist and the therapist determines if therapy is required, a letter is sent to the parents stating that speech services are available and recommended for their child. The parent signs this letter as an official "okay" and this is filed in the child's therapy record.

Most children who have been dismissed from therapy in the spring are rechecked in the fall to see if new speech habits are still stabilized. One therapist reported that this recheck was continued for a three-year period.

Facilities

Generally, above average facilities are reported to exist for therapy in the Brevard Elementary Schools. Each therapist services five schools; one out of the five would be termed "poor" because of difficulty in acquiring the room the two times a week the therapist is in the school; and, in addition, excessive noise interferes with therapy.

Each therapist has a home school within the area which he serves. It is at this school that he has a file cabinet for storing materials, records, etc. One therapist stores her material at an area school because the above facility was not available at her home school while a speech therapy room was part of the area school mentioned.

Instructional Materials, Equipment, Methods and Techniques of Instruction

Each therapist has a budget of $200 per school year to spend on those professional materials and equipment he needs. Consummable material such as paper and paste is provided or available at particular schools. Each therapist has been provided with a tape recorder from the Special Education budget and there are two audiometers available from the Director's office for use.

Mirrors and chalk boards are available in those rooms designated as therapy rooms. Where the stage, textbook storage room, etc., were used, the therapist either transported his own mirror and small chalkboard or worked without this equipment.

Four factors usually affect methods and techniques of instruction - training, experience, time allotted for instruction, and facilities.

With twenty minutes of therapy allotted two times a week for the case load of 130 children, it is reported that some of the children who require parent counseling, classroom teacher information and highly individualized therapy procedures are not being seen because an optimum or even an adequate job is not believed to be feasible by the therapist.

Methods and techniques are reported to be definitely affected by training, particularly in the field of stuttering, voice problems, and language delay. The more extensive the training of the therapist, the more adequate the therapy.

Articulation and Integration of the Program

There is no therapy available within the school setting for those children leaving the elementary school and entering the junior high school. If a child transfers from one therapist's area to another's, the child's records are hand delivered from one therapist to the other.

Utilization of Supporting Services

Therapists may request psychological services directly through the school principal. Approximately four such requests were made during the past school year. A few pupils were referred to public health nurses to obtain needed information. These nurses serve the school on a schedule involving once every two weeks.

Of the some thirty schools serviced, only three schools were reported as being passive or disinterested in speech therapy for their children or the speech program in general. The principals, particularly, were reported as being strong supporters of the program. They were enthusiastic and knowledgeable about the service.

Parent Education

Within the time available, every effort has been made to communicate at least once with the parents of those children with moderate to severe speech handicaps. One therapist sends home instructions after each such session with a child.

Supervision of the Program and In-service Education

There has been a part-time (2/5) time supervisor for the first time this year, 1965-66. It has been her role to observe therapy of the other seven therapists; offer suggestions; coordinate purchasing of materials and equipment so that there will not be unnecessary duplications from one therapist to another; be a liaison between therapists and the Director of Exceptional Education Department; be the official representative of the program to principals and other professionally involved personnel; and develop and coordinate an in-service education program.

When servicing a particular school, the therapist is responsible directly to that school's principal.

Two aspects of in-service education exist here - the in-service education for the therapists themselves and the in-service education the therapists provide for school staffs. During the past year, there was one professional meeting for the therapists emphasizing cleft palate.

At the onset of the school year, each therapist introduces himself to each school staff where he is assigned and describes the various aspects of speech problems to them.

Of the eight therapists employed, one is on a temporary certificate (academic training is in order but internship was not acquired prior to employment); one holds a Rank IV certificate (academically in order, NTE score has not been obtained); three were Rank II certified in field, annual contract; three were Rank III certified, two of whom were on annual contract, one was on continuing contract.

Two of the therapists have over ten years of experience; one is on her first professional year; the remainder are on their third to fifth year of professional employment. Morale appears excellent for all therapists.

Record Keeping

Each therapist keeps a looseleaf notebook in which he carries the child's speech description, notes on parent conferences and telephone calls, audiogram and therapy log. When the child is referred to the therapist, a form is returned to the teacher as to the disposition of the cases which might indicate the therapy needed, placement on waiting list, therapy not required, or to be rechecked in six months. At the end of the year, each school principal receives a list of those children served and the recommended disposition of each child. Each teacher receives a summary of the therapy progress of children in her room. This information is added to the child's cumulative record.

A complete list of children who received therapy in each school is sent to the Director of Exceptional Children's office at the end of the school year.

Strengths of the Program

The following are felt to be strengths of the program:

1. The addition of supervisory time for one of the therapists to begin building a county speech program is a real strength.

2. The quality of the therapists' services is excellent.

3. Acceptance and backing of the program by principals is reported as being outstanding.

4. Facilities on the whole are above average.

5. The budget is very adequate for speech therapy.

6. The interest and morale of therapists is superior.

Weaknesses of the Program

While there are strengths in the program, the following are felt to be definite weaknesses:

1. Paramount to the effectiveness of this speech program is the number of therapists employed. Brevard County is grossly understaffed as to therapists to meet the demands of its increasing population and the increasing complexities of speech, hearing, and language problems.

2. Inherent in understaffing are excessive case loads, lack of in-depth therapy, a paucity of teacher and parent contact, too short therapy sessions, selectivity of cases concentrating on the less severe, insufficient record keeping, and more time spent proportionately in travel than in services. The present staff has extended itself to its professional limits; they have worked over and beyond what should be required and yet have been able to provide only minimum services. There is evidently no county plan designed to increase personnel in proportion to the growth of the school population.

Recommendations

1. Immediately, as of April, 1966, six new therapy positions should be opened for the academic year, 1966-67. It is imperative that this increase take place immediately. In the fall of 1966, five new elementary schools will be opened. Meanwhile, there will be an increase in total integration of Caucasian and Negro students. Experience has shown that therapists are called on even more than formerly to help with the language and speech development of the disadvantaged youth in middle-class schools. The therapists serve either as resource people or are asked to assist directly with these children.

Two of these six positions should be designated to cope with the five thousand new students anticipated for this coming year. The other four therapy positions essentially are to meet the unmet speech needs of the many on the waiting list.

For the year 1967-68, two additional therapists should be employed to cope with the anticipated five thousand new students, and four new positions should be opened to close the gap of basic therapy services needed.

This increase of therapy positions should continue until the lag has been met. By 1970, there should be no less than thirty-two therapists servicing the Brevard County Public Schools.

2. Supervisory position should be full-time beginning in the fall, 1966. With additional staff and new replacements for the three present positions which will be vacated in Spring, 1966, direct assistance will be needed for these therapists if a professional county program is to be developed and children requiring help are to receive the therapy they badly need to progress academically and socially.

3. In-service expansion must keep up with the demands placed on the therapists. One-half day per week must be scheduled for County therapists to meet, plan and devise a well-organized program. To achieve this goal, further training on such problems as stuttering, voice disorders and language development must be concentrated on during these in-service meetings. A County budget should be developed allowing for special education personnel to attend national and state-wide professional meetings to promote their professional growth.

4. Case load must not exceed 100 children per week. This is dictated by Florida Statutes with therapy being offered twice a week (minimum). A case load no larger than seventy-five is much more professional.

5. To keep pace with new children entering individual schools, for parent counseling, and providing consultative services to teachers, another half day a week, other than the in-service day, should be allotted to the speech therapists.

6. Until the gap between need and supply of therapists is closed, no extension of therapy into the secondary schools should be considered.

7. Accurate, comprehensive, yet manipulative records should be developed so that the supervisor, director, individual principals and therapists can tell where efforts have been directed during the year, what children have been serviced and what the needs are for the forthcoming years. At this moment, much of the time and efforts of the therapists are not recorded, which in turn, leads to assuming that "only therapy" is being undertaken.

8. In summary, the paramount factor is to immediately employ no less than six well-qualified speech therapists. Without this immediate increase in personnel, little or no improvement can take place. However, with this added staff, the well-qualified supervisor with the dedicated people who constitute the speech program can build a service which is professional in its offerings and which will afford children the assistance they require to progress academically and socially.

PROGRAM FOR THE CHILD WITH LEARNING DISABILITIES*

Description of Program

There does not exist at present a planned program for children with learning disabilities. Instead, children who may have such problems are placed either in classes for the mentally retarded or in classes for the physically handicapped, where they continue to manifest problems of a learning nature. A few such children may remain in regular classes where their problems are not met and where their behavior is a disruptive influence in the classroom.

Unfortunately, these children manifest a variety of behavioral patterns and when they are "labeled" may foster in the teacher the idea that these children "can not learn". With appropriate differential diagnosis and a planned regimen of remediation, these children can learn effectively.

One attempt to meet the needs of some such children is currently being developed by the Brevard County Schools in a newly approved project for the educationally disadvantaged child. Basically this project will set up 16 learning laboratories attached to various schools and one central learning clinic where evaluation will be centered (under the direction of Mr. Frank Carpenter). The project director will be Dr. Werner Metz, Director of Psychological Services. While the schema for this project is a good one, the diagnostic procedures, from a psycho-educational viewpoint, are totally inadequate. For in order to build appropriate individual programs of training and education, more is needed than individual intelligence tests, which are primarily classification devices. Mere classification does not prescribe treatment - complete diagnosis or assessment implies a course of remediation with prognosis.

Diagnosis

At the present time, there does not exist an adequate system of diagnosis. While global tests such as the Binet and Wechsler scales are used, rarely or never used are such specific tests as the Frostig Test, the Illinois Test of Psycholinguistic Abilities or the Kephart Perceptual Rating Scale. Still other tests that may be useful in diagnosing learning disabilities are tests of visual and auditory acuity; articulation tests; tests of visual and auditory memory; discrimination and closure; spatial orientation; laterality and directionality, etc. Such tests are most appropriate if educational programs are to be designed for children with learning disorders or disabilities.

*Might be described by some clinicians as educationally retarded, dyslexic, perceptually handicapped, minimally brain injured, neurologically disorganized, interjacent, emotionally disturbed, etc.

While some children may be referred for neurological examinations, first by consultation with parents, then with their physician and finally with a neurologist, findings from such procedures still do not provide any appropriate recommendations for a learning program for a child. Teachers, therefore, find themselves in a position of attempting to teach a youngster with a classificatory "tag" but with no remediation program to follow.

Oral psychological reports are given to the teachers in a highly informal fashion which is questionable since it appears to take place in hallways, lunch rooms, etc., but not on any routinely planned basis. The newly approved learning laboratory project is also lacking with respect to involvement of the staff of the Department of Exceptional Education. This was readily apparent in conferences held with such personnel. Yet, this project is directly concerned with exceptional children.

Strengths of the Program

The following strengths were noted:

1. This survey, including a team member in the area of learning disabilities, demonstrates a concern by the school personnel to develop a program for such children.

2. The learning clinic and laboratories to be developed also clearly illustrates the fact that educators are concerned with meeting the needs of the child with special learning difficulties.

Weaknesses of the Program

The following represents what appears to be weaknesses in the program:

1. The greatest weakness of the program in this area is the fact that there appears to be little in the way of true diagnosis of children with special learning needs. Tests which can be used for designing specific programs for children are not administered. Consequently, recommendations to teachers are mainly behaviorial recommendations and not educational.

2. Communication between the staff of other special projects and the Department of Exceptional Education seems to be lacking.

3. There is almost no involvement of the staff of the Department of Exceptional Education in the learning laboratory project.

Recommendations

The consultants strongly recommend the following:

1. Additional staff must be employed to administer appropriate psycho-educational tests which yield diagnostic and remediation

information so that specific educational programs can be developed for individual children.

2. A coordinator for the program for children with learning disabilities must be employed. This person must have the ability to work in a resource fashion with teachers and staff members of the Department of Exceptional Education and with the Department of Guidance and Psychological Services. This person should be able to demonstrate and supervise programs in this area.

3. The staff of the Department of Exceptional Education should become intimately involved in the learning laboratory project immediately.

4. Communications must improve with regard to developing programs and with regard to the conveying of total information about children to teachers.

5. Teachers must have in-service training programs or courses in effective programming for children with learning disabilities.

6. In three years, another staff member should be employed to work with such children in a pilot project to demonstrate appropriate programming.

7. Research and experimentation should be encouraged in using newly developed materials such as the Frostig materials, the Peabody Language Development Kit, the Leavell Readiness Materials, etc.

PROGRAM FOR PRE-VOCATIONAL SERVICES

Description of Program

Some school systems have seen the value of employing specialized persons on the staff of the Depar ment of Exceptional Education to extend services to the handicapped within the school setting and help the handicapped youths bridge the gap between the school and job placement in the community.

Currently the Department of Exceptional Education has an agreement with the Division of Vocational Rehabilitation to work with handicapped pupils; however, there is no pre-vocational staff member or members employed by the school. The survey team feels that this would be highly desirable.

Hopefully, a coordinator of pre-vocational services will be employed to provide the leadership and overall supervision of the program. A pre-vocational counselor to work in the in-school program and one to work in the work-study program would be highly advantageous.

These staff members should have a Master's Degree in special education, work in vocational counseling, specific training in some vocational area such as industrial arts, and active experience in work situations in industry.

The specific responsibilities of the Pre-vocational Counselors and the Pre-vocational Coordinator usually fall in four areas:

1. Responsibilities to administrators and special teachers.
2. Responsibilities to handicapped youths.
3. Responsibilities to parents of the handicapped.
4. Responsibilities to personnel on the staff of the Division of Vocational Rehabilitation.

The details of these responsibilities are delineated in a publication entitled Pre-Vocational Services for Handicapped Youth, written by Merle B. Karnes and others and published by the State of Illinois, Division of Vocational Rehabilitation, Springfield, Illinois, 1961. Copies will be made available to the Brevard County Department of Exceptional Children and other school staff if requested.

This publication describes the progressive work program; the forms developed for use in this program; and rationale for the use of these record forms; and the role of other special personnel in such a program.

It is felt that the school should not shift responsibilities to other agencies that are legally and legitimately theirs to assume. For this reason, the school should not expect Vocational Rehabilitation Counselors to do what the school has failed to do. Vocational

Rehabilitation Counselors can contribute markedly to the program and should be well aware of the handicapped child a number of years before he becomes a client of DVR. They should be well aware of and knowledgeable about the strengths and weaknesses of handicapped children long before these youth become the primary responsibility of Vocational Rehabilitation.

Recommendations

The following recommendations for employment of staff are made covering the school years of 1966-1971:

1966-1967 - One Pre-vocational Coordinator

1967-1968 - One in-school work Counselor
One work-study Counselor

1968-1969 - One in-school work Counselor
One work-study Counselor

1969-1970 - One in-school work Counselor
One work-study Counselor

1970-1971 - One in-school work Counselor
(increase) One work-study Counselor

By 1978, then, there would be a Coordinator and eight Counselor, four of whom would work in the in-school work program and four would work in the work-study program.

PROGRAM FOR SCHOOL SOCIAL CASE WORK

Description of Program

It is estimated that ten percent of school-age children have social and/or emotional problems which interfere with their maximum use of the educational program. In Brevard County the high rate of mobility, the rapid increase in school population and other social and economic factors may well produce a higher incidence of social and emotional problems. Such problems among children are manifested frequently by poor school adjustment. Interviews with principals and teachers in the Brevard County Schools revealed a real concern for the children who are having such adjustment problems. For this reason, the survey team has felt that social workers added to the staff could make a real contribution in helping alleviate such problems by working with parents and/or children and by serving as consultants to teachers.

In addition, effective utilization of community agencies such as Family Service or Child Guidance Clinic to improve parent-child relationships can be increased through a service of qualified school social workers. The problem of communication between clinic and school can also be facilitated by a social worker serving as the liaison person between the school and community agencies.

The social worker is a professional staff member with a Master's Degree in social work from a recognized school of social work. This training requires two years of graduate study, one of which includes an internship under the supervision of a qualified social worker. The six years of training include course work in the areas of child development, understanding the family, environmental influences and use of school and community resources. There are numerous universities with Schools of Social Work which provide field placements in the school setting so that this professional worker has an understanding of his role as a member of a school staff.

Specifically, the school social worker provides an individualized case work relationship for those children whose social or emotional problems prevent them from utilizing their school experience effectively. Specific symptoms which might indicate a need for service include: a discrepancy between academic achievement and estimated ability; excessive fears or anxiety; excessive attention-seeking, aggressive acting out behavior or other difficulty in interpersonal relationships; and evidence of parental neglect and attendance problems. Most children present combinations of these symptoms which are recognizable by the classroom teacher, principal or other school personnel concerned with the education of these children.

It is the usual practice that most children are seen in interviews at school on a once-a-week basis with variations in this pattern occurring as indicated by the particular child's needs and the case work diagnosis and treatment plan. These interviews may vary in length, depending upon the age of the child, his span of attention and his capacity to use the interview situation effectively. The development of a meaningful relationship between the worker and the child and the consultation with school personnel and parents usually brings about a change in the child's behavior which enables him to more effectively utilize the experiences afforded him in the school.

Since the pupil-teacher relationship is the most crucial one in the school for the child, it is important that the school social worker develop and maintain a continuing relationship with the teacher who has a pupil receiving casework service. In this collaborative relationship, the teacher and the school social worker clarify their roles and skills which each contribute to help the child adjust to the school. This involves regular conferences in which each person can share information regarding the child, gain a better understanding of the child's behavior and together develop plans to meet the child's needs. In addition, the social worker may serve as a consultant to the teacher in the area of the dynamics of child growth and development as related to a particular child's functioning in school. The child may not need direct casework service. Parents must be a part of the helping process of a child who is referred for casework service. The number of interviews with parents will depend upon the complexity of the child's problem. If the problem seems to require family counseling, then the social worker can be helpful in the referral of parents to a community or private resource.

The social worker can add greatly to the school staff, not only as a helping person to children with problems of adjustment, but in the staff meetings could aid in the general understanding of child behavior and developmental needs of children.

The service as a liaison person between the school and agencies will strengthen communication at all levels.

Recommendations

It is recommended that one social worker can adequately serve the children with social and emotional problems in a school population of between one and two thousand children. Many factors such as the size of the school and the geographical area are covered, the incidence of children needing the service in a given school, the seriousness of the problems, the number of other special services available, and the degree of acceptance and use of the service by the school personnel.

With a school population of 55,000 in 1966-67, based on the above ratio, Brevard County would need approximately 28 to 56 social workers. Each of the next four years, two to four additional social workers would be added. Such a recommendation would not be made because of the scarcity of trained social workers and also because it would not make for a sound program to start the service on such a large scale. Therefore, it is recommended that the following plan be seriously considered:

1966-1967: Employment of a supervisor of social work who would provide the leadership in identifying children who need the service of a social worker; interpreting the function of social workers to the staff; developing policies and procedures for working with agencies; develop referral procedures; design pilot projects for utilizing school social workers in the school setting.

1967-1968: Set up pilot projects which might involve as many as six social workers. Some projects may be as follows:

1. One social worker be assigned to an elementary school where there are 30 to 40 children in need of the service. This worker would demonstrate how social workers function in an elementary school.
2. Assign a social worker to a junior high and senior high building to demonstrate how the skills of a social worker working with teachers and guidance counselors can be utilized.
3. Assign three social workers to programs for exceptional children. For example, one social worker working part-time with parents of the trainable and with children and parents of the visually impaired. Another social worker assigned to the pre-vocational team at the secondary level working individually and in groups with parents and with pupils. Another social worker may work with parents of underachievers and with the underachievers themselves. The subjects may be gifted underachievers.

1968-1971: It is difficult to make a recommendation for the next three years. Much depends on how successful and well-accepted the services are by that time. It would seem logical, however, to add 12 more staff members during this three-year period, making a total of 19 social workers. At that point, there would be likely a school population of 75,000. Using a ratio of one social worker to 2,000 pupils, the number actually needed would be 38.

CHAPTER V

COMMUNITY RESOURCES FOR EXCEPTIONAL CHILDREN AND THEIR PARENTS

Organizations

The Brevard County Exceptional Education Department is fortunate in having a community which is sensitive to its program. This is evidenced by the participation of many agencies, organizations and parents' groups in various phases of the special education program.

These organizations, with a brief description of their history, objectives and participation are listed below.

1. Brevard County Association for Retarded Children: Begun some seven or eight years ago by parents of retarded children, this organization met first in a room provided by a local church. The Board of Public Instruction supplied a teacher. Friends and interested citizens were recruited and interest and membership grew to the point where a contribution from the United Fund was necessary if the program were to continue. At the present time, a Training Center and workshop facility, accommodating 80 students is operated jointly by the Association and the Board of Public Instruction. Nine teachers are presently employed at this Center. The Association has now become affiliated with the National and State Associations for Retarded Children.

If the recommendation of the visiting committee becomes a reality, the Board of Public Instruction will assume complete responsibility for the operation of the Training Center. The Association will then place greater emphasis on the workshop area and will perhaps become involved in a pre-school training program.

2. Crippled Children: There are three facilities within the county's geographical boundaries devoted to the care of crippled children. These are operated jointly by the Board of Public Instruction and the Crippled Children's Associations. In the northern segment of the county, the Normandy School gives general therapeutic services to crippled children of school age living in that area. Cervita School in the central area and Summit School in the south are schools that give comparable service to crippled children of specific areas. Teachers of academic subjects and the Head Teachers, who are also physical therapists, are supplied by the School Board and other therapists are employed by the clinics. Each Association has a Board of Directors which meets routinely.

The Ruth Green Chapter of the Crippled Children's Aide Society is composed primarily of Jewish women who raise money by holding fashion shows and dances to purchase braces and other apparatus and devices used in the work of crippled children's clinics, hospitals and centers. This group has been in existence for about two and a half years. It provides financial assistance for equipment and services for the physically handicapped, mentally retarded, visually and auditory handicapped.

Each of the crippled children's centers, schools or clinics provides rehabilitation and therapy services for the physically handicapped and speech handicapped. Two centers conduct a pre-school program for the physically handicapped.

3. Family Service Bureau: On Merritt Island the Family Service Bureau is located. It was started a number of years ago by the Episcopal Church. It is now one of the community agencies which receives financial support from the United Fund. Its purpose is to give guidance and counseling service to the emotionally handicapped and their families.

4. Brevard County Association for the Advancement of the Blind: The Brevard County Association for the Advancement of the Blind is about one year old. It was started by parents of blind children. It now includes friends and interested citizens whose aim it is to provide improved services to the visually handicapped. The group holds monthly meetings at which medical doctors, educators, psychologists, social workers, etc., are guest speakers. The organization also has planned recreational activities for visually handicapped children and their families.

5. SEPTA: In addition to the regular parent-teacher associations in the various schools, there are special groups made up of parents of pupils in the special education program. Three of these SEPTA groups located geographically, north, south and central county, hold separate monthly meetings and occasional joint meetings in a centrally located area. The groups organize field trips and recreational activities for the handicapped children. The group conducted a training course for volunteer workers. Those who completed the course were given certificates of accomplishment and were listed on a substitute list submitted to principals of schools having classes of exceptional students. The three groups are working toward the establishment of a recreational center for handicapped students. Parent education programs are provided.

6. Brevard Council for Exceptional Children: The Brevard Council for Exceptional Children is an affiliate of the State and National Councils. All staff members of the Exceptional Education Department hold membership in the organization and contribute greatly towards its leadership. One of its aims is to educate the public to the services and needs of all exceptional children. To accomplish this purpose, the Council for Exceptional Children has had an Open House program in each of the Centers for the physically handicapped children. A Speakers' Bureau has recently been organized.

7. Lions Clubs: The Lions Clubs in Brevard County have consistently provided equipment and materials for partially sighted and blind children. Arrangements can usually be made through this organization for children with eye difficulties to receive the services of opthamologists.

8. Rotary Clubs: One of the first efforts in the aid for crippled children came from Rotary Clubs of South Brevard County. Rotarians today serve on the Board of Directors of the Crippled Children's Clinic.

9. Cocoa Jr. Woman's Club: The Cocoa Jr. Woman's Club, working with the Central Brevard SEPTA, is planning a new recreational center. With matching Federal funds a forty thousand dollar facility is anticipated in the near future.

10. SPARC: At the BARC Training Center and sheltered workshop, a group of people has formed a new organization known as SPARC (Special Persons Aiding Retarded Children). This group sends volunteer workers to the Center to help the teacher carry on recreational programs.

11. Pan-American Corporation: The Pan-Am Corporation, a prime contractor in the space program, has donated five buses to the BARC Center for transporting trainable mentally retarded students.

12. Garden Club of Eau Gallie: The Garden Club of Eau Gallie has initiated a plant nursery program at the BARC Center. Each Friday, a representative from the Garden Club gives advice and assistance to the operation of the nursery. The plants are sold, at wholesale prices, to nurseries in the community for resale.

13. Gray Lady and Pink Lady Organizations: Gray Lady and Pink Lady organizations are utilized in many school situations. School clinics are usually supervised by the former group but teacher aides and lunchroom aides have come from the latter organization.

14. Industrial Charity Organizations: Industrial charity organizations such as RCA, General Electric, Pan Am and other prime contractors in the community give generously on an individual basis. Patterned after the United Fund idea, the employees contribute to this charitable program. Various schools, centers, and projects are the recipients of these donations. The three Crippled Children's Clinics are the major benefactors of this program.

15. Brevard County Guidance Clinic: The Brevard County Guidance Clinic, located at Rockledge, is maintained through the cooperation of several public agencies, one of which is the Board of Public Instruction. It provides diagnostic and counseling services to the emotionally handicapped and diagnostic services to the mentally retarded. Admittance is by referral.

16. Brevard County Health Department: The Brevard County Health Department provides nursing service to all public schools and cooperates with the Exceptional Education Department by attending evaluation conferences, obtaining medical information and making selected home visits upon request.

17. Vocational Rehabilitation: Vocational Rehabilitation is a typical State level facility which, in cooperation with the Board of

Public Instruction, provides training and counseling service for mentally retarded and physically handicapped children. It determines if such people are ready for employment and helps find suitable work opportunities. The DVR program has grown in the county and a Counselor unit now exists at the high school level in the EMR program.

18. Brevard County Juvenile Court and Juvenile Supervision Center: The Board of Public Instruction provides a teaching unit at this facility to give educational opportunities to those juveniles who are detained in the home (center). As many as twenty students at one time have been detained here, awaiting final disposition. The teacher has training in the area of special education. The Supervision Center is maintained by the County Commission.

19. Florida Council for the Blind - Daytona Beach: This agency provides counseling and rehabilitation services for the legally blind and their families. There is a traveling counselor from this office who visits Brevard County. Students over sixteen years of age are permitted to visit the Counselor in his Daytona Beach office.

20. Crippled Children's Commission - Orlando: This agency provides diagnostic and medical services for the orthopedically handicapped. In the near future, it is expected that this Commission will establish an office in Brevard County.

As consultants visited the various educational facilities of the county, we had visual evidence that community organizations, both private and public, were being utilized. It was also evident that a fuller utilization could be realized. Buses, donated by Pan Am, transported eighty students to and from the BARC Training Center and sheltered workshop. Youngsters at the Crippled Children's Centers were using metal braces and apparatus procured by Rotary Clubs. School clinics were staffed by Gray Ladies and special education teachers were given a helping hand by volunteer aides.

Strengths of the Program

The strengths of the community-school relationship seem to be as follows:

1. There exists a climate and an atmosphere which is conducive to the development of an outstanding program within the community. Interest on the part of parents, patrons, friends, organizations, and industry is high. Service clubs are willing and anxious to supply needed equipment and materials. There is a desire on the part of all concerned to extend and improve the existing Exceptional Education program.

2. Teacher morale is excellent and all instructors seem dedicated to their work. Many are planning to continue their educational training by attending summer school, by participation in workshops, and by enrolling in institutes. These experiences will certainly improve their techniques and add to their competencies.

3. Sufficient funds seem to be available through Federal projects, the Board of Public Instruction and local club donations.

4. Finally, there appears to be a willingness and desire to do a better job. This evaluation, which was requested by the Board of Public Instruction and accepted so cordially and hospitably, indicates that an implementation of it will be forthcoming.

Weaknesses of the Program

The weaknesses of the community-school relationship seem to be as follows:

1. There are no distinct areas of responsibility for each group. Where the Department of Special Education and a community agency co-sponsor an activity or facility, there is a duplication of effort, an overlapping of responsibilities, or a neglect of some responsibility on the part of each.

2. There seemed to be no coordination or exchange of pertinent information relative to those operations which are jointly supervised.

3. The lines of communication between centers of operations and county agencies are inadequate or not fully understood. There seems to be a lack of knowledge as to what is available or what can be done by existing agencies or organizations.

4. Records of financial donations and expenditures of same are incomplete or not available in some instances.

5. Donations are being made from public agencies directly to certain centers without the knowledge or approval of the Exceptional Education Office.

6. Follow-up on the volunteer service program might have resulted in a higher percentage of retainment of the persons who were used in this capacity.

7. Transportation seems to be a major problem.

Recommendations

In order to implement the existing program, the survey consultants suggest the following recommendations:

1. A continued use of such vehicles as the "Open House" and the "Speakers' Bureau" approach as begun by the Council of Exceptional Children in an effort to inform the community of the program and problems of the Exceptional Education Department.

2. Where units are operated and maintained jointly by Exceptional Education and other agencies, the community agency's responsibilities

should be clearly defined and separated from the school program. The Board of Public Instruction should assume total responsibility in the educational phases of the operation.

3. Where volunteer persons are used, parents of handicapped students should not be assigned to the area, school, center, or class which has that pupil on its rolls.

4. Greater use should be made of community agencies, particularly those public agencies which have assigned responsibilities to serve the community. The Public Health Department should be given increased services. The Vocational Rehabilitation Program needs to be explained to the community. Information as to its purpose and function should be disseminated publicly so parents of handicapped children know how to proceed to benefit from that facility.

5. Where community agencies and organizations make financial donations to a particular school or center, there should be a written statement of policy indicating how this contribution should be received and disbursed. It is recommended that all donations of this type be made to the Director of Exceptional Education and disbursed through the business office according to the request of the Director of Exceptional Education.

6. A county-wide committee should be formed with representation from participating organizations and the Exceptional Education Department. The Committee's purpose would be: (a) To develop specific guidelines as to the role of each organization in the over-all special education program; (b) To determine specific needs and devise methods by which these needs might be met; (c) To act as a liaison between the community and the Exceptional Education Department.

7. The community should make every effort to have a branch of the Crippled Children's Commission located in Central Brevard County.

CHAPTER VI

SUPERVISION OF SPECIFIC PROGRAMS AND SERVICES

Need for Supervisors or Coordinators

The quality of an educational program and services for exceptional children is contingent largely on the extent and quality of the supervision. While special education personnel receive supervision from the building principal, this supervision is largely administrative in nature. There needs to be in every specialized area at least one highly competent, experienced and qualified specialist to provide the technical supervision needed.

The service of a supervisory specialist is even more imperative in a program such as the one in Brevard County where special programs are located over a sizeable geographical area. Since the philosophy of this County is to bring the service to the child instead of the child to the service and since it is felt important to house the classes for the handicapped in regular schools and integrate them with their normal peers, teachers of each specialized area tend to be widely scattered over the County. In such a set-up, supervisors are especially important to facilitate communication and to promote the professional growth of individual teachers.

Another important reason for employing specialists in every area of exceptionality is that frequently many special teachers are inexperienced and many are not fully qualified in the field in which they are working. Still others are certified but have not taken refresher course or kept up to date in their specialized field. New knowledge is being made available to special educators at such a rapid rate that strong leadership by a specialist must be provided to insure the staff's keeping abreast of the newest thinking, the most recent research findings, and new and effective methods, techniques and materials of instruction.

The special education personnel in Brevard County expressed a need and desire for more supervision. Currently the supervisory staff in the Department of Exceptional Education is limited to a Director, one full time supervisor or consultant for the mentally handicapped and a speech and hearing consultant who devotes only two-fifths time to supervision. There is also one full time staff member to direct the Federal project for Exceptional Education.

Supervisory Functions

Usually the functions of a supervisor will include some administrative responsibilities delegated by the Director, but his responsibilities will primarily be those having to do with improvements of the instructional program or services. No attempt will be made to separate the two functions. Each school district will need to develop its own job description of the special education supervisor or coordinator. Generally, these responsibilities are as follows:

1. Recruiting of personnel, including screening and recommending employment of personnel to the Director.
2. Assisting in developing and maintaining an adequate system of record keeping.
3. Developing a budget with personnel in his specialized area to recommend to the Director.
4. Assisting in the development of a program for working with parents.
5. Promoting understanding and acceptance of the program.
6. Assisting in the arrangement for visitations of visitors in his specialized area.
7. Recommending to the Director improved ways to implement existing policies as well as new policies and procedures for improving the efficiency and effectiveness of the specialized area.
8. Identifying problems that should be pursued on a research basis and developing innovations to improve the program. This may involve writing a proposal for outside funds.
9. Improving the identification of children needing special services with the assistance of the building principal.
10. Assisting in the orientation of new staff members.
11. Facilitating the integration of pupils in the specialized area in regular classes and helping regular teachers understand these children.
12. Assisting the Director in arranging for case conferences on those children being considered for placement, re-evaluations or dismissals; and presiding at these staffings as delegated by the Director.
13. Visiting in classes.
14. Developing a plan for continuous evaluation of the specialized area which may involve the preparation of reports identifying needs and recommending future plans.
15. Assisting in the evaluation of staff members and making recommendations regarding tenure, placement and dismissal.
16. Preparing class lists and working with personnel in charge of transportation.
17. Counseling with parents when requested by special teachers, principals, other school personnel or parents.
18. Providing leadership in curriculum development and articulation of the curriculum from level to level.
19. Communicating needs, proposed plans and progress to Director.
20. Providing leadership in developing an in-service or professional growth program.
21. Assisting personnel in evaluating materials of instruction and equipment.

Recommendations

It is recommended that the Brevard County School District employ the following additional specialists for the 1966-67 school year:

1. Mentally Retarded (now have one full-time overall specialist): Specialist in Trainable; Specialist in Elementary Educable Mentally Retarded; Specialist in Secondary Educable Mentally Retarded.

2. Vision: Specialist to devote full time supervising three teachers and conducting the vision screening program.

3. Speech and Hearing: For the time being, one full time supervisor (supervisor now on 2/5 time basis) to supervise speech therapy services, classes for the deaf and hard of hearing and to conduct the hearing screening program.

4. Physically Handicapped: One full time specialist to supervise program.

5. Emotionally Disturbed: One full time specialist to lay groundwork for program, set up classes and supervise program.

6. Learning Disabilities: One full time supervisor to lay groundwork for program, set up and supervise program.

7. Pre-vocational Coordinator: One full time coordinator to consult with administrators and teachers, develop working relationship with Vocational Rehabilitation, set up in-school work and work-study programs, organize an in-school committee and a community for employing the handicapped and eventually supervise pre-vocational counselors.

8. Gifted: One full time specialist to initiate and supervise pilot projects.

9. Social Work: One full time supervisor to initiate program, develop working procedures with agencies, supervise social workers, and develop pilot projects.

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

After a total of two weeks of intensive study of the Brevard County program for Exceptional Children by a team of outside consultants, the conclusion of this group is that Brevard County has an excellent school system. The consultants were particularly impressed with the emphasis that is placed on meeting the needs of individual children. The SPACE Curriculum developed by the staff, adopted by the Board of Education, and used from year one through year twelve, is an example of the extent to which attention is focused on individual differences. The philosophy of education of the school system is an excellent framework within which to build a strong program for exceptional children.

The fact that the School Board and staff have been interested in having this survey conducted is an indication of their sincerity in improving programs and services for children who are exceptional.

It is the impression of the survey team that the morale of the staff is excellent, the acceptance of programs and services for exceptional children is generally favorable, and the professional attitude among staff members is outstanding.

The Brevard County School System should especially be commended for its summer programs which include some units for exceptional children. It is also worthy of note that a workshop for administrators will be held this summer to further orient principals to educational programs and services for exceptional children. This is a plan that every school system should follow.

It is encouraging that the plan for using Federal funds in Brevard County entails allocation of a sizeable amount for exceptional education. The consultants felt that innovations planned for the use of these funds will certainly enhance the program.

Regardless of the vast number of strengths of the Brevard County School System in general, and some definite strengths in the Department of Exceptional Education as is pointed out in other chapters, there are also some marked weaknesses in this program. Detailed recommendations made by the survey team are found in the body of this report. An attempt has been made to summarize the recommendations in this chapter. These recommendations are as follows:

1. Need for Strong Leadership: The quality of the program for exceptional children is largely dependent upon the quality of the supervision of the program. There needs to be in every specialized area at least one highly competent, experienced and qualified

specialist to provide the technical supervision needed. Each of these staff members should have at least a Master's Degree in their specialized field as well as several years of experience working in the specialized area. The supervisory functions of such individuals is found in Chapter VI. It is recommended that the Brevard County School District employ the following additional supervisory specialists as soon as feasible, hopefully for the 1966-67 school year:

A. Mentally Retarded: There is now an overall specialist in this area which is not sufficient. This person should have the following staff employed under his direct supervision: (1) specialist in TMR; (2) specialist in elementary EMR; (3) specialist in secondary EMR.

B. Vision: Full time specialist to conduct vision screening and supervise three teachers in this area.

C. Speech and Hearing: For the time being one full time supervisor to supervise speech therapists, teachers of the deaf and hard of hearing and conduct hearing screening (with additional personnel for screening).

D. Physically Handicapped: One full time educational specialist to supervise program.

E. Emotionally Disturbed: One full time supervisor to lay groundwork for the program, set up pilot projects and supervise the program.

F. Pre-vocational Coordinator: One full time coordinator to consult with administrators and teachers, develop working relationships with Vocational Rehabilitation, set up in-school work and work-study programs, organize an in-school committee and a community committee for employing the handicapped, and eventually supervise pre-vocational counselors when they are added to the staff.

G. Gifted: One full time specialist to orient staff to characteristics and needs of the gifted and to initiate and supervise pilot projects.

H. Social Work: One full time supervisor of social work to initiate program, develop working procedures with agencies, supervise social workers when they are added to the staff and to develop pilot projects.

It is the strong recommendation of the team of consultants that emphasis on programs and services to exceptional children should be focused upon quality in preference to quantity. The existing program should be upgraded rather than just adding more and more classes with little or no supervision. The one best way of accomplishing a quality program is by strengthening the central staff. To obtain highly qualified supe-personnel may entail more competitive salaries for administrators, supervisors, and consultants in this specialized field where the demand far exceeds the supply.

2. Need for Specially Designed Facilities: There is a real need for designing facilities to meet the instructional needs of every type of exceptional child. A survey of facilities indicated for the most part that vacant classes were assigned to special education units with

little if any modifications or rennovations. Each supervisor should work out ideal plans for each specialized area and at each stage of the program of a specialized area. It is strongly urged that each new building that is designed include some special facilities for exceptional children. Most certainly every building should have ample clinic rooms for speech therapists, school social workers, psychologists, and at the secondary levels for pre-vocational counselors. The National Council for Exceptional Children is working with an architect on ideal physical facilities for programs for exceptional children. It would be well to keep abreast of progress in this area and obtain plans from this source.

3. Need for Improved Psychological Services to Exceptional Children: Basic to a program for exceptional children is good psychological services. One of the major reasons the quantity and quality of psychological services are not being provided for exceptional children is the shortage of staff in that department. They are seeing far too many children to make a complete psycho-educational diagnosis of the children which would enable them to present meaningful findings in terms of strengths and weaknesses in the overall functioning of the child and in terms of making recommendations that would enable the teachers to design an educational program to facilitate the growth of the child. The current reports primarily classify the child according to his intelligence quotient which is of minimum help to the teacher.

Each child that is seen by the psychologist should be formally staffed with all those persons who are responsible for the child's educational program. It is often advantageous to invite professional persons from agencies to such a staffing; however, the survey consultants questioned the practice of inviting parents to participate in re-evaluation conferences. It would appear that such a procedure would be highly threatening and/or overwhelming to parents to be so outnumbered by school personnel. The plan of the psychologist having parent conferences with the children he sees is highly desirable.

If psychologists had more time to use a variety of instruments in assessing the functioning of the child; if a social worker would provide them with a comprehensive social history; and if there were designed a referral form that asked for more information from the teacher as well as for information from the cumulative record, the psychologist, if given the time, could write a more meaningful and helpful report. These criticisms are not aimed at the current psychologists. The survey team was impressed with the knowledge and competence of the few school psychologists they interviewed.

In addition, it would seem worth consideration to have psychologists specifically assigned to special education so that they could become more familiar with the program and thus have an opportunity to make a greater contribution to the program.

Psychological re-evaluation should be set up on a regularly scheduled basis. It would seem advisable to have handicapped children re-evaluated at least once every three years and more often if personnel feel problems have developed that require psychological services.

Currently some handicapped children are not receiving psychological services. This is unfortunate and is depriving teachers and pupils of valuable ancillary services.

The psychological staff should have available to them a variety of psychological instruments including those appropriate for use with the deaf and hard of hearing and those designed to assess the blind and the partially sighted. Some of the newer instruments especially useful in diagnosing learning disabilities such as the Illinois Test of Psycholinguistics are not being used at all.

4. Need for School Social Workers: In every program for exceptional children, the services of a school social worker could be a valuable ancillary service. These professional personnel have the skills and knowledge to serve as the liaison between the school and agencies in the community. Since communication with and coordination of services between community agencies and the school is less than desirable, an all-out effort could be made to facilitate improved working relationships with the help of school social workers.

The following recommendations are made in this area:

1966-67: Employment of a supervisor of social work who would provide the leadership in identifying children who need the service of school social workers; interpreting the function of school social workers to the staff; developing policies and procedures for working with agencies; developing referral procedures; and designing pilot projects for utilizing social workers in the school settings.

5. Need for the Brevard School Board to Assume the Responsibilities for All Educational Programs for Exceptional Children of School Age: The survey team strongly urges the Brevard County School Board to assume the responsibilities that are legally and logically theirs for programs and services that are jointly financed by the school system and other agencies such as: clinics for the physically handicapped (3); Brevard County Training School - one at Rockledge and the establishing of a program with three classes and three teachers (one acting as principal) in the southern part of the county.

It is recommended that the school not only finance the program for children within the legal age of the school's responsibility but also administer and supervise these programs by qualified and certified personnel who are educational specialists in the fields they are supervising.

The School Board and Chief Administrator are also urged to assume full responsibility for the preschool programs for the physically handicapped since preschool programs are vitally important to the subsequent adjustments and academic progress of these children.

The workshop facility of the Brevard Training Center should be the responsibility of another agency. Hopefully, the County Commission would be interested in financing and operating such a facility. Some group, possibly the parents, should investigate this possibility.

6. Need for the Initiation of an Improved Program for the Screening and Identification of Exceptional Children: Currently, there is no high quality screening program in any area including the vision and hearing screening. In other areas of exceptionality there is no screening program that is uniform or is all inclusive from kindergarten through grade 12.

It is recommended that one of the responsibilities of a supervisor in each area of exceptional education if employed be responsible for developing a refined, continuous, ongoing program of screening children who are possible candidates for special programs and services. This person will likely wish to have a committee to help him develop such a program. He may wish to use the help of an outside specialist. The final plans and procedures should be in writing and be widely disseminated within the school and to other appropriate professional individuals and agencies in the community. Annual reports should be made of procedures, methods, finds and follow-up.

7. The Need for a Manual of Operations: It was evident that there is a crucial need for a manual of operations in the Department of Exceptional Education. As the program grows larger, this will be even more necessary. With few exceptions, information regarding the procedures for operating the classes had to be obtained from interviewing personnel. It was relatively evident that clear cut procedures in many instances had not been formulated and in a number of cases there seemed to be procedures but these procedures were not consistently followed.

To have an efficient and effective system, of course, it is necessary for every individual to know what is expected of him. This does not seem to be the case in this department. It is suggested that roles be spelled out in writing for all personnel who have responsibilities for the education of exceptional children and that these roles be included in the manual of operations that is fully approved by the Superintendent of Schools and Board of Education.

The development of such a manual will require considerable time and effort and might well be considered for a summer project in 1967. An outside consultant might be invited in to at least help set up the outline for such a manual. It would be well worth the time, energy and expenditure of funds to work out these details. Unless these details are set down in writing, there will continue to be undue overlapping of responsibilities; neglect of responsibilities because it may be felt that others are taking the responsibility; anxiety that accompanies not knowing exactly what one's responsibilities are; taking over responsibilities that should not be assumed, such as the teacher assuming administrative duties; and undue dependency on the Director to delegate responsibilities on a more or less "piece-meal" basis.

8. The Need for Curriculum Guides and Resource Units: There is a serious need for quality curriculum guides in especially the areas of the mentally retarded (trainable and educable) and in the deaf. It is suggested that the supervisors hold a summer workshop with teachers to specifically work on curriculum guides and resource units. It may be that Federal funds can be used for these writing projects. We would also suggest that experts in the field be brought in, preferably in the beginning stages, to develop the outlines for the summer work.

9. The Need for Additional Secretarial Staff: Each supervisor should have the equivalent of a half to a full time secretary to assist him and the teachers in that specialized area. The efficiency of a supervisor is contingent to a large extent to the secretarial services provided for him. No supervisor should have to spend his time doing clerical or secretarial work to the neglect of professional activities that will pay off in terms of improved instructional programs.

10. The Need for An Improved Parent Education Program: The school, in each area of exceptional education, should have a parent education program which includes group meetings, periodic parent conferences which are summarized and included in cumulative records, and appropriate report cards send home at reasonable intervals. It would seem that teachers should have a minimum of three parent conferences a year.

11. The Need for a Well-Developed and Continuous In-service Education Program for the Professional Staff: In each area of special education there should be a well designed, continuous in-service training program, making use of a variety of methods and techniques. While taking university courses is one means of promoting professional growth, it should not be the only means. Qualified supervisors should give top priority to providing the leadership in promoting the professional growth of the staff in his specialized area.

The budget should reflect the support of an improved in-service training program.

12. The Need for Improved Record Keeping: Teachers of each area with the help of the supervisor and director should upgrade their system of record keeping. Progress reports should be written on each child that will be of help to the next teacher and to psychologists and other personnel working with the child. The present reports are so scant that little help can be derived from them.

Case histories are sadly lacking in the folders of children in special classes. Even medical forms do not require the doctor to share information that would be helpful to the teachers, supervisor, and principal who are responsible for the child's educational program.

13. The Need for a Plan to Handle Donations from Individuals or Groups: Handling of donations should follow businesslike procedures. The Assistant Superintendent in charge of Business Affairs should together with the Director of Exceptional Education work out a plan involving routing such funds through the business office and earmarking the donation for specific purposes. No teacher or other school staff member should accept funds and spend funds unbeknown to persons responsible for programs and business affairs.

While donations are appreciated, it should be made clear that donors do not dictate educational practices or make educational decisions. Administration of the school must be administered by officials of the school only.

14. The Need for an Expansion of Summer Programs for Exceptional Children: Summer programs for all areas of exceptional children should be made available to the extent possible. A survey should be conducted the second half of each year to determine those parents who would like to have their children attend summer school. The Director and Supervisor should then develop a plan and present it to the Director of Instruction or to whomever he is responsible so that a valid decision can be made.

15. The Need for the Employment of Teacher Aides: In a number of special class programs, teacher aides would be advantageous in that they could relieve the teacher of certain routine duties and allow the teacher to spend his time instructing the children. It is recommended that teacher aides be employed to assist teachers in classes for the physically handicapped and in classes for the younger mentally handicapped. While one teacher aide per class is desirable, if there are two such classes in a building, especially if there are connecting or adjacent rooms, one teacher aide may be able to serve two classes.

16. The Need for Teachers to be Certified in Their Specialized Field and for an Aggresive Recruitment Program: It is recognized that the supply for fully qualified personnel in special education far surpasses the demand; however, all persons who are not fully qualified should be required to complete their work at the earliest possible time.

An aggressive recruitment program to secure highly intelligent and qualified personnel, especially in special education is a must in Brevard County. In Chapter IV on recruitment, there are a number of suggestions for recruiting personnel that should be seriously considered.

Oftentimes it is preferable to close a class or delay expanding a program until such a time that a qualified person can be employed.

17. The Need for an Improved Plan for Interpreting Special Programs and Services: Good interpretation of programs and services for exceptional children is essential to insure understanding, acceptance and support of these offerings. Every effort should be made to use all media available to interpret special education within the school and in the community. The newspaper, radio and television usually offer many opportunities to call attention to certain programs or services. The Director should not be hesitant to reach out and make such opportunities available to the Department of Exceptional Education.

The workshop for administrators to be held during the summer is an excellent plan for orienting principals to special education. A similar plan might be conducted with teachers.

It is suggested that a committee might be appointed by the Assistant Superintendent for Instruction to develop a plan for promoting improved public relations in the school relative to special education. This plan might well include facilitating improved internal as well as external public relations. One suggestion might be to have a representative of each PTA to serve on such a committee with school personnel to develop a plan for communication about programs and services for exceptional children.

18. The Need for Developing Policies and Procedures for Promoting Closer Working Relationships with Community Agencies: There is a definite need for the school and community agencies to develop policies and procedures to promote closer working relationships. One suggestion that might be workable and accomplish this goal is to organize a county-wide committee made up of representatives from participating agencies and organizations and representatives from the Department of Exceptional Education. The committee's purpose would be to: (a) Develop specific guidelines as to the role of each organization in the overall special education program; (b) Determine specific needs and devise methods by which these needs might be met; (c) Act as a liaison between the community and the Department of Exceptional Education.

19. The Need for Staff Involvement in Developing a Budget: It would seem highly advisable to involve all of the staff in the development of a budget in the Department of Exceptional Education. Currently, the plan of allotting $300.00 for new classes or services and $200.00 for existing ones does not seem to be a sound plan. If personnel were involved in the determination of needs prior to the preparation of the budget, it would likely be found that in some instances $200.00 is not needed and in other instances $200.00 would not be sufficient. In some classes the instructional materials and equipment reflected either inadequate funds or poor planning and requisitioning of needed materials and equipment.

Supervisors, when they are added to the staff in sufficient numbers, will be able to help personnel select appropriate instructional materials and recommend a more realistic budget.

20. The Need for Initiating New Programs and Services and Expanding Existing Ones: Although the survey team recommends that the quality of the existing programs be improved before existing programs are expanded, the need for more classes and the initiation of new programs in some instances is necessary for enhancing the quality of the overall program. It is suggested that specific and detailed recommendations on each area of special education covered in this report be studied and a plan of extension and expansion of existing programs and the initiation of new programs be determined in line with what is financially feasible.

There have been a number of recommendations relative to pilot projects in certain areas, especially in regard to new programs. Hopefully, outside funds can be obtained to carry out such projects.

It would seem at this time that there is a need to initiate pilot projects in the area of the gifted, learning disabilities, emotionally disturbed, school social work, and pre-vocational service. The detailed recommendations are found in Chapters II and III.

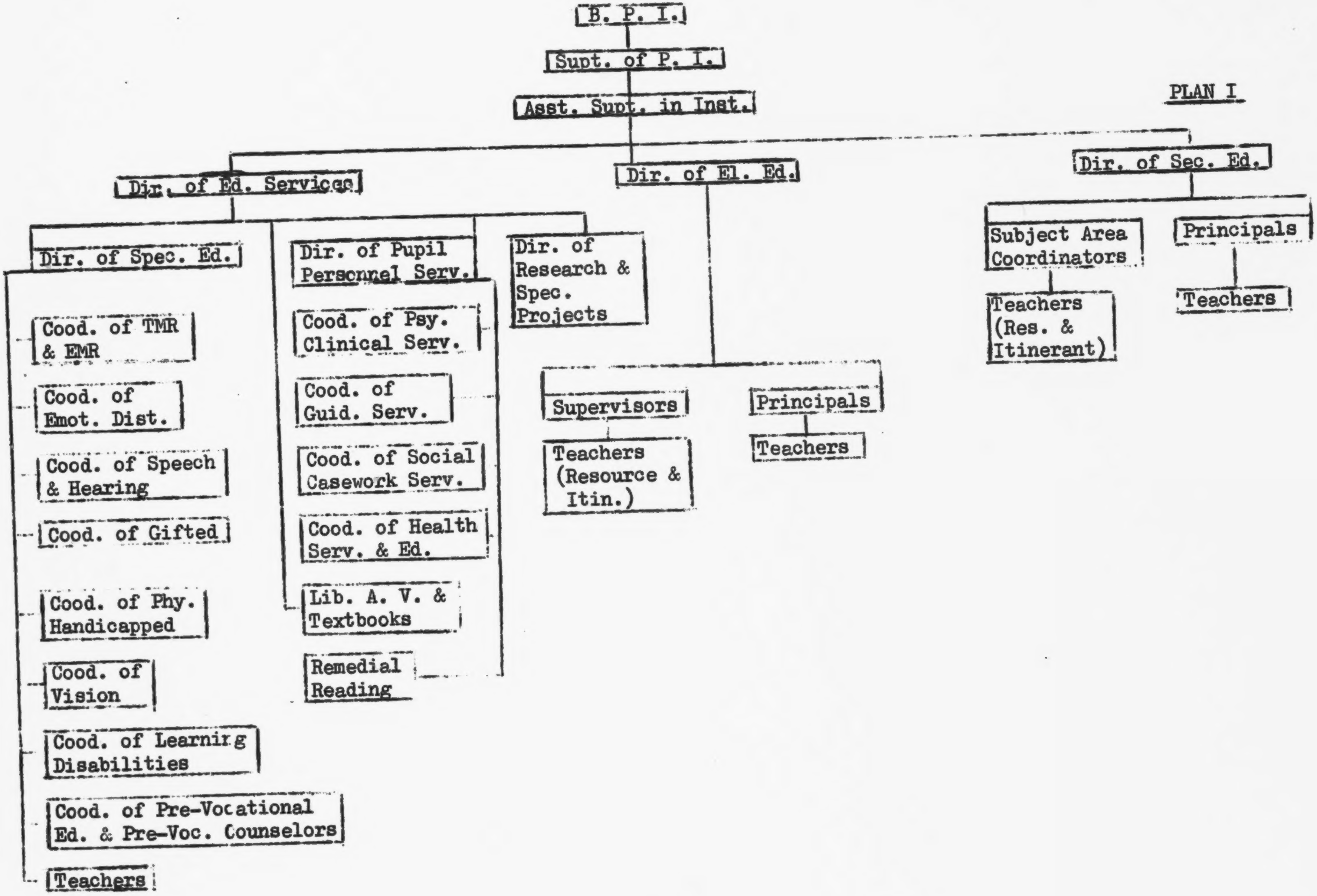
21. The Need for Additional Vehicles to Transport Exceptional Children: It is the impression of the survey committee that transportation is being worked out in the best possible way with the existing vehicles. As classes are added, it will be necessary to purchase additional buses. Since the buses at the Training Center were bought with the commitment that they would not become school property but would serve the workshop, it is essential that there be a sufficient number of buses to transport trainable children.

22. A Need for Administrative Reorganization: It may be that a reorganization of the administrative structure as it relates to the program for exceptional children should be considered. The survey team presents three possible administrative plans for the Superintendent, Board of Public Instruction, and others designated to study and determine if these would improve the efficiency and effectiveness of the program for exceptional children. (See appendix for administrative plans.)

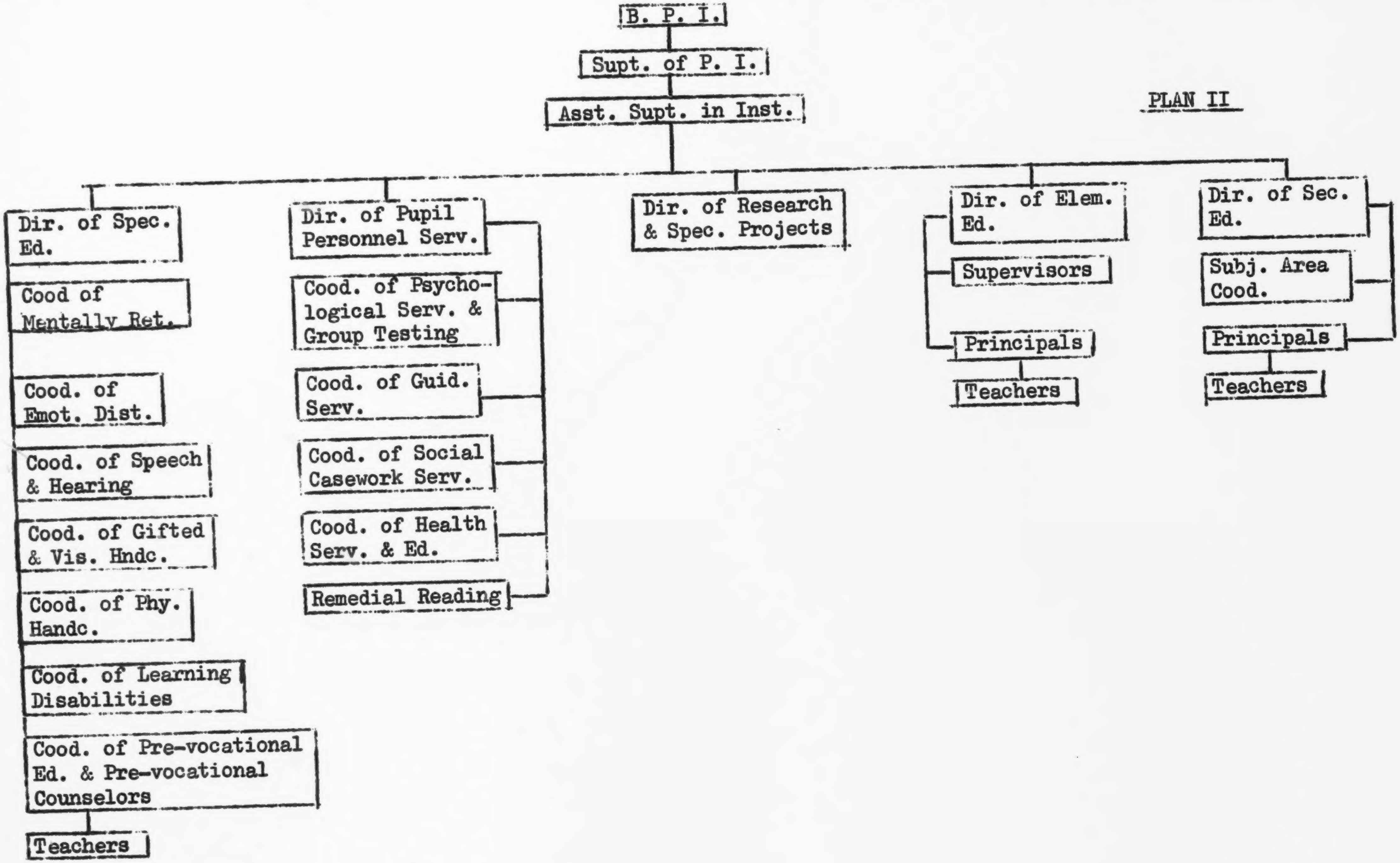
APPENDIX

ADMINISTRATIVE PLANS

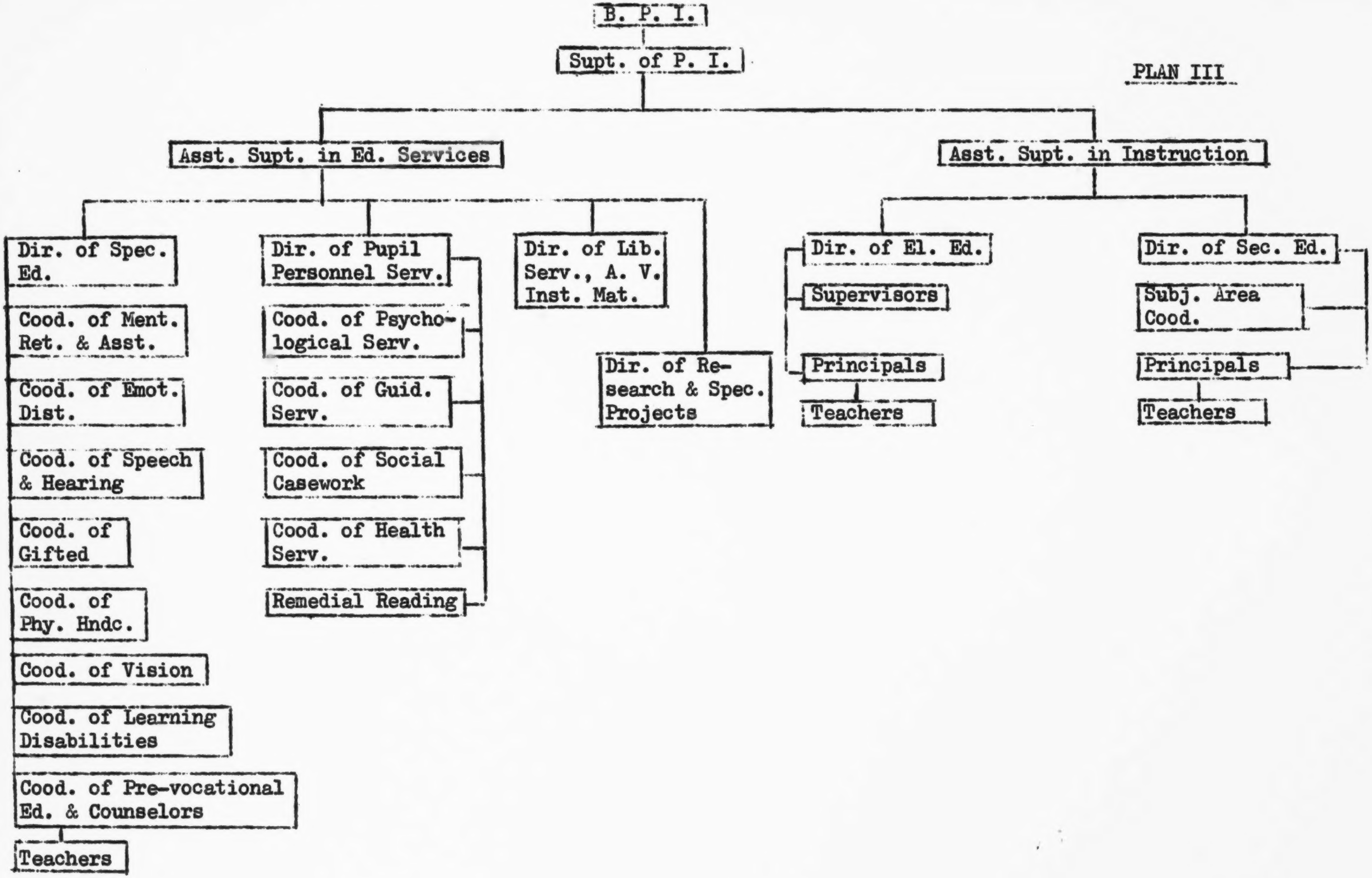
PLAN I


B. P. I.
Supt. of P. I.
Asst. Supt. in Inst.
Dir. of Ed. Services
Dir. of El. Ed.
Dir. of Sec. Ed.
Dir. of Spec. Ed.
Dir. of Pupil Personnel Serv.
Dir. of Research & Spec. Projects
Subject Area Coordinators
Principals
Teachers (Res. & Itinerant)
Teachers
Cood. of TMR & EMR
Cood. of Psy. Clinical Serv.
Supervisors
Principals
Cood. of Emot. Dist.
Cood. of Guid. Serv.
Teachers (Resource & Itin.)
Teachers
Cood. of Speech & Hearing
Cood. of Social Casework Serv.
Cood. of Gifted
Cood. of Health Serv. & Ed.
Cood. of Phy. Handicapped
Lib. A. V. & Textbooks
Cood. of Vision
Remedial Reading
Cood. of Learning Disabilities
Cood. of Pre-Vocational Ed. & Pre-Voc. Counselors
Teachers

PLAN II


B. P. I.
Supt. of P. I.
Asst. Supt. in Inst.
Dir. of Spec. Ed.
Cood of Mentally Ret.
Cood. of Emot. Dist.
Cood. of Speech & Hearing
Cood. of Gifted & Vis. Hndc.
Cood. of Phy. Handc.
Cood. of Learning Disabilities
Cood. of Pre-vocational Ed. & Pre-vocational Counselors
Teachers
Dir. of Pupil Personnel Serv.
Cood. of Psychological Serv. & Group Testing
Cood. of Guid. Serv.
Cood. of Social Casework Serv.
Cood. of Health Serv. & Ed.
Remedial Reading
Dir. of Research & Spec. Projects
Dir. of Elem. Ed.
Supervisors
Principals
Teachers
Dir. of Sec. Ed.
Subj. Area Cood.
Principals
Teachers

PLAN III


B. P. I.
Supt. of P. I.
Asst. Supt. in Ed. Services
Asst. Supt. in Instruction
Dir. of Spec. Ed.
Cood. of Ment. Ret. & Asst.
Cood. of Emot. Dist.
Cood. of Speech & Hearing
Cood. of Gifted
Cood. of Phy. Hndc.
Cood. of Vision
Cood. of Learning Disabilities
Cood. of Pre-vocational Ed. & Counselors
Teachers
Dir. of Pupil Personnel Serv.
Cood. of Psychological Serv.
Cood. of Guid. Serv.
Cood. of Social Casework
Cood. of Health Serv.
Remedial Reading
Dir. of Lib. Serv., A. V. Inst. Mat.
Dir. of Research & Spec. Projects
Dir. of El. Ed.
Supervisors
Principals
Teachers
Dir. of Sec. Ed.
Subj. Area Cood.
Principals
Teachers